राष्ट्रहिताय संस्कृतम्

Vol. VII (July- 2020)
ISSN - 2277-7067

Kavikulaguru
Kalidas Sanskrit
University

Ramtek, Dist. Nagpur, Maharashtra

Peer Reviewed

# Journal of Fundamental & Comparative Research

शोधसंहिता

July 2020 Volume - VII

*Research Journal*
ISSN No. 2277-7067

*Journal of Fundamental & Comparative Research*

# शोधसंहिता

A Peer Reviewed Bi-annual Interdisciplinary Research
Journal of the University

- Patron -
**Prof. Shrinivasa Varakhedi**
Vice Chancellor

- Chief Editor -
**Prof. Madhusudan Penna**
Director, Research & Publication

- Editor -
**Dr. Kirti Sadar**
HOD, P. G. Department of Education, KKSU

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**KAVIKULAGURU KALIDAS SANSKRIT UNIVERSITY**
**RAMTEK**

A Bi-annual Interdisciplinary Research Journal of KKSU
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**RAMTEK**

# संपादकीयम्...

**आचार्यः श्रीनिवासः वरखेडी**
कुलगुरुः, ककासंवि

संस्कृत–तदितरभाषाविषयकं शास्त्रविषयकञ्च संशोधनं विदधतां विपश्चिद्वराणां संशोधने कृतप्रवेशानाञ्च संशोधकानां पुरतः शोधसंहिताया नवीनमिममङ्कं समर्पयन्त्याः मे महानन्दो भवति । अत एव शोधसंहिताया माध्यमेन नवीनम् उपयुक्तञ्च संशोधनं वयं प्रकाशयितुं सर्वदा उद्युक्ता इति न तिरोहितं भवताम् ।

सांप्रतिककाले संस्कृतविषये जनानां मनस्सु महत्यभिरुचिर्दृश्यते । जगति बहुत्र संस्कृतसंबद्धं विविधविषयकं संशोधनं प्रचलति । आधुनिकविज्ञानेन सह प्राचीनभारतीय–चिन्तनस्य तुलनां कृत्वा भारतीयविज्ञानधारायाः महत्त्वं प्रतिपादयतां संशोधकानां संख्या च गरीयसी प्रतिभाति । अर्थशास्त्रस्य, वैमानिकशास्त्रस्य, कृषिशास्त्रस्य तदितरशास्त्रस्य च मौलिकविषयैः सह तुलना भवतु नाम परं तया सह प्राचीनविज्ञानस्य गरिमा नूनं प्रतिपादनीयः ।

'योऽनूचानः स नो महान्' इत्युक्तदिशा भारतीयविद्यापरम्परा नवोन्मेषाय कल्पते इति नः विश्वासः । अत एव 'Tradition for Innovation' इति लक्ष्यं मनसि निधाय शोधकर्मणि वयं निरताः ।

लक्ष्यमिदं मनसि निधाय विद्वद्वरैः प्रवर्तितं संशोधनं शोधसंहिता–प्रकाशनद्वारा प्रतिवर्षं जिज्ञासूनां लाभाय प्रकाश्यते । अङ्केऽस्मिन् तादृशां शोधपूर्णलेखानां प्रकाशनं कृतम् । लेखाश्च विविधविषयकाः ।

अङ्कस्यास्य वैशिष्ट्यमिदं वर्तते यत् ऐदंप्राथम्येन शोधच्छात्राणां लेखाश्च प्रकाश्यन्ते । एतेन संशोधनक्षेत्रे शोधच्छात्रा अपि सोत्साहं प्रवर्तेरन् इति कामनैवात्र कारणम् ।

नवीनसंशोधकाः प्राप्तप्रेरणा अग्रे अस्यां दिशि प्रवर्तन्तामिति शुभकामना मे ।

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# 1

# Professional Ethics and Spiritual Intelligence in Teacher Education as in the National Education Policy 2019

***Mrs. Kavita Bhople (Gomashe)**
****Prof Dr. Lalita Chandratre**

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**Abstract-** The study is to focus on the role and the need of professional ethics and spiritual intelligence in Teacher Education and also there place in National Education Policy 2019. Professional ethics are the guidelines which facilitates the teachers to provide quality education and inculcate good values among the learners. The professional ethics enlighten the teachers aptitude and has worth in the profession as teacher plays a major role in bringing desirable changes in the student's behavior. On the other hand spiritual intelligence increases tolerance, unity, understanding, love and peace among teachers. So there is a vital role and a need of Professional Ethics and Spiritual Intelligence in teacher education.

**Keywords-** Professional Ethics, Spiritual Intelligence, Teacher Education, NEP 2019

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A Teacher is said to be a candle that burns itself to light up the life of their students. Teachers should develop appropriate ethics among themselves so that the same values can be developed among students. Teacher plays multiple roles in school as guide, guardian and a second parent to the student. Now a days, it is a need of a time to revitalize the image of a teacher in the society. And also there is a need to increase respect for teaching as a vocation by increasing public awareness on the value of teacher in the society and in national development.

Teacher can never truly teach unless he is still learning himself. A lamp never lights another lamp unless it continues to burn its own flame. The teacher who has come to an end of his subject and repeats his lesson to his children without any use of teaching aids or learning experiences, can only load to their mind. The greater part of our learning in the school turns as e-waste because most of our teachers think their subjects are like dead specimens. Like all other profession, the teaching profession should also have its own code of professional ethics which indeed is a prerequisite to insure its dignity and integrity.

**NEP 2019** – National Education Policy 2019 is expected to reset the government funding policy on education, the structure of school education, the curricular design for school and higher education, the nature of teacher training and recruitment among others.

**When NEP Formulated** – The National Educational Policy 1986 was modified in 1992, it is a comprehensive framework to guide the development of education in the country. The principles included in the NEP 1986 are also included in the new NEP 2019 with some modifications.

**Purpose of New NEP** – The government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education innovation and research, aiming to make India a 'Knowledge Superpower' by equipping it's students with the necessary skills and knowledge.

**Aims and objectives of NEP 2019** – National goals for education focus on the individual child's development and his/her relationship to society. The aim is to bring out the genius inherent in every individual and to provide an environment that facilitates personality development.

The main objectives of the NEP 2019 are to-

i) Improve the attractiveness and quality of teaching.
ii) Eliminate teacher shortages
iii) Achieve education for all (EFA) goals.

**Why is Education Important** – Education gives us a knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us to build an opinions and have point of views on things in life, though it is a subject of debate to people whether education is the only thing which gives knowledge.

**Professional Ethics in Teacher Education** – Teacher education is one of the important disciplines of University education even though it is the most neglected discipline

Teaching is a complicated and highly technical profession. To make it effective and meaningful, skillful and dedicated teachers should be there in the schools. And for this. [in teacher training institutions should know the] the student teacher must have appropriate knowledge of teaching subject and teaching skills and also have sufficient practice of all the teaching skills.

Teacher education program give equal importance to content knowledge of teaching subjects as well as methods. Techniques may vary from institution to institution or discipline to discipline, but they can be classified into teacher centered techniques, learner centered, group oriented or individualized techniques. It is up to the trainer concerned to decide which method is suitable. The entire teacher education program focuses on art and science of teaching as well as other related issues. Then the question is that after completing the training, would all the trainees can became good teachers?

All teachers are not born. Majority of teachers have to be trained and acquired properly. Every profession has its own tricks, techniques and terminologies, which are to be mastered by the aspirants without fail

In teacher education, each trainee ought to know the psychology of learners, the principles of their growth and the development of the learning process, memory and forgetting, individual differences' educational philosophy. Educational Psychology, sociology and educational technology, teaching techniques, teaching methods, evaluation, assessment, action research, all teaching skill and so on.

Quality of education depends on quality of teachers which in turn depends on quality of education; the role of a teacher in the modern society is entirely different from the traditional society. Teacher has to prepare his students to stand on his feet in this era with changing values, attitudes and skills, therefore only tactful, resourceful, highly educated, properly trained and equipped teachers can effectively cope with the changing situation. Well organized teacher education programs focus on teaching competencies, interest and attitude scales, health education, guidance and counseling, the influence of family and peer group, development of personality to foster all round growth and development of student teacher.

Following are some Professional ethics for teachers and role of a teacher-

- Honesty
- Dutifulness
- Innovative
- Good behavior towards students, good learner
- Loyalty towards duty
- Punctuality
- Positive attitude
- Motivational attitude
- Good character, Knowledgeable, Hard working
- Good communicator, Motivator
- Leader, Researcher, creative
- Empathy, Impartial, Flexible
- Proper use of authority
- Respect for the profession
- Respect for the institution
- Respect and admiration for Co-Staff
- Strictness and straight forwardness
- Studious
- Truthfulness

- Use of Right

**Professional ethics of a Teacher in NEP 2019-**

NEP focuses on multidisciplinary higher educational institutions which will work towards establishing high quality educational departments and teacher education programs and will be supported by governments as necessary to achieve this goal.

**Potential teacher** – Who can teach student- teachers effectively and can be a part to teach at community-Service, adult education, vocational education etc.

He will concentrate on the physical, mental and emotional side of himself and a student too.

**Dutifulness, Sincerity** – Potential teachers can be able to performed their duties sincerely.

**Holistic teacher** – It involves being aware of the entire being and understanding its components. A teacher must follow holism so HEIs having other synergistic activities such as adult education, vocational education, community service etc. will develop holistic teacher education programs based on their academic subject strengths related to education as well as in specialized subjects.

**Multidisciplinary Knowledge -** By 2030 every HEI offering a teacher education programme will be four year integrated B.Ed. will be dual major liberal bachelor’s degree in music, mathematics, computer science, chemistry, economics etc. So automatically teacher of such HEIs will possess multidisciplinary knowledge.

**Knowledgeable/ having thorough knowledge/ Experts in diverse fields** – Good teachers are prepared and developed by good teacher educators therefore faculty of teacher education must be experts in diverse fields, both theoretical and practical.

**Multidisciplinary Nature Faculty** – the faculty at teacher education departments should be multidisciplinary in nature and should have good

track records of research and publication and the departments should encouraged to offer a range of specialization at the masters level and research degrees to cater to the range of expertise that will needed.

**Connect with society** – NEP recommends that teacher must engage deeply with education, its history, aims and its ethical moorings and should connect with society.

**Rigorous theoretical understanding** – NEP recommend that curriculum and pedagogy in teacher education must provide for rigorous theoretical understanding of educational perspectives subjects and pedagogy along with strong theory practice.

**Social context of learning** – Teacher need to have an appreciation of issues around child development and the social context of learning in addition to conceptual understanding of the subject matter and learning how to teach.

**Leadership and management** – NEP recommend expertise for teacher education across all areas connected to education which inculcates understanding and pedagogy of subjects, school leadership and management, curriculum assessment and material development etc.

**Deep disciplinary understanding -** After a good teacher training, teacher education faculty cannot simply rote, teach the textbook, as often happens today, but must come with deep disciplinary understanding as well as a strong and perspective experience with teaching.

- **Spirituality/ Spiritual Intelligence**

  The concept spiritual intelligence is new to the field of psychology and education also. But according to Sing & Sinha, it is the fundamental intelligence that human being has. Dincer (2007) said the ways about to increase spiritual intelligence levels of educators & its positive effects on educator and student-teacher relationship and its reflections in the educational environment. **Spiritual intelligent increases tolerance, unity, understanding, love and peace.** On the other hand many researchers found the positive correlation between spiritual intelligence and the teacher effectiveness. (Rachel George & Visvam, 2013).

Teacher's effectiveness essentially depends upon the teaching competencies which can be increased by increasing spirituality in the trainer.

**Need of spirituality in teacher education**

1. In recent years, spirituality has become an important part of our liver as well as workplace.
2. Spirituality is considered as one of the key factors for the success of the educational organizations and ultimately for the professional life of the teacher.
3. The spiritual perspective is causing shift in the workplace values promoting co-operation rather than fear at the workplace (Labbs 1995)
4. Having realized the potential of SI different educational commissions has recommended that spiritual aspects are needed for the harmonious development of the learner.
5. International commission on education for 21$^{st}$ century (UNESCO 1996) says that "Education should contribute to every person's complete development, intelligence, sensitivity, aesthetics, appreciation and spirituality" so in the present preview of modernization the quality of being spiritually intelligent is necessary for the teachers too.
6. Teacher must have high spiritual intelligence because it will be the highest guidance to them to carry out their functions as educators with the highest regards and noble behavior.
7. As teachers are regarded someone very high in the society they must possesses this intelligence.

Because of this they will have the capacity of using spiritual resources to solve problems & will also be able to perceive physical matters.

**Why ethics and spiritual intelligent for a noble profession – Teaching**

A teacher possessing ethics and spiritual intelligence can………

1. Create great impact in the molding of the next generation.
2. Works as a friend, philosopher and a guide in an effective manner.
3. Able to balance the past, present and future.
4. Earn respect and status in the society.
5. Able to be with values and fulfill responsibilities and commitments in the profession.
6. Able to be a part of development of the country and its cultural heritage.
7. Spread ethical and cultural values in the country.
8. Reward opportunities in other fields.

**Professional ethics and spiritual intelligence as in NEP 2019**

Professional ethics like tolerance, unity, understanding, love and peace can be increased in student teachers by increasing spirituality in them. But among these ethics NEP focus only on tolerance and understanding of the student teacher as it emphasizes on potential teachers, holistic teacher having multidisciplinary nature.

**Several ways to achieve professional ethics and to develop spiritual intelligence of student teachers in teacher education program –**

1. Explore your spiritual core
2. Look for dipper meanings
3. Regular Meditation
4. Think positively
5. Regular Yoga
6. Express yourself through writing
7. Travelling to comforting place or somewhere new.

**NEP need modification in the provisions of inculcating Ethics and Spiritual intelligence in Teacher Education ……..with the provision of…..**

- Campus Religious Center
- Program of identifying core values
- Special time to learn how to meditate?
- Lifestyle enhancement program

**Conclusion** – NEP 2019 recommends some professional ethics in teacher education to improve the quality of Teachers, but the methods and remedies to fulfill the same are not clearly mentioned in it. Also there is a need to merge programs which improves spiritual intelligence among teachers to enhance healthy mental growth of the society.

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## 2

# E-Learning in Creative and Innovative Teaching

**Shabana Anjum**
Research Scholar

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**Abstract**

E-Learning is a new innovation pattern of learning which covers electronic media in the field of education. E-learning involves various types of media such as audio, video images, text etc. E-Learning makes use of internet extranet and has widen the horizon of traditional learning. It is effective and superior to traditional learning. It can bring the great changes improvement from pre-school to higher education. It makes use of information and communication technology also best practice in education. The aim of this paper is to teach student through creative & innovative teaching by E-Learning.

Key words : E-Learning, Tools, Creative and Innovative teaching.

**Introduction**

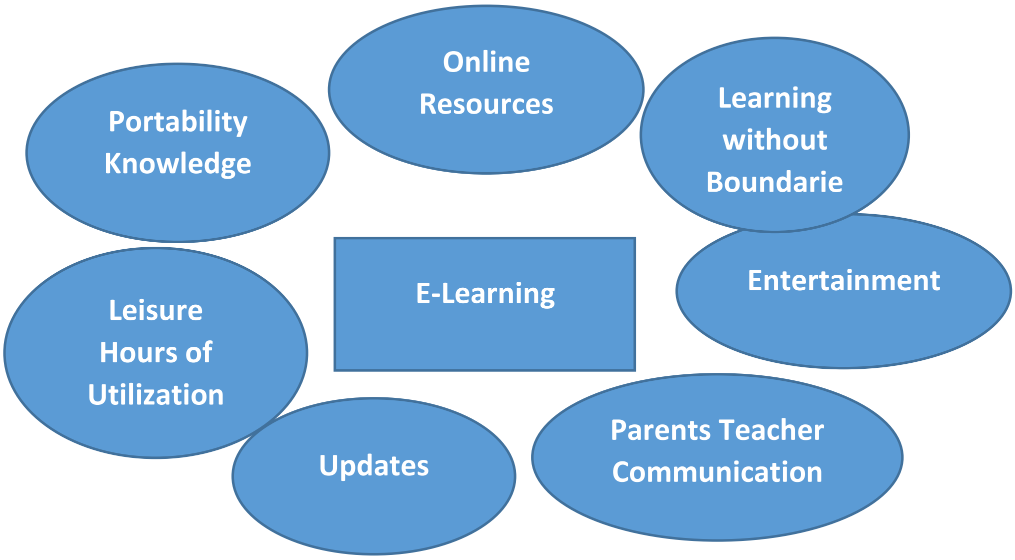
E-Learning as it is widely known, many people in different ways it makes learning much more easily as one need not be physically present in the classrooms. It has in fact offered a whole metrology of teaching and learning. A term "E" starts for the word Electronic, E-learning would incorporate all educational activities that are carried out either by individual or group working on line or offline via network or other electronic devices.

E-Learning is an education via the internet network or stands alone computer. E-Learning is basically the network enabled convey of skills and knowledge. E-Learning refers to using electronic application and processes

to learn. E –learning applications and processes include web-based learning, computer based learning, virtual classrooms and digital collaboration. E-Learning is when contents delivered via the Internet / extranet, audio or video tape, satellite T.V and CD-ROM. E-Learning was first called Internet-based Training then Web-based Training. Today you will still find these terms be used, along with variations of E-learning. E-Learning is not only about training and instruction but also about learning that is tailored to individual. These are six core aims of the E-Learning programmed concern.

**Importance of E-Learning**

The importance of E-Learning can't be ignored as across the world, students have save time, money and managed to get easy accessibility for the knowledge irrespective of their place. E-Learning solutions in business have improved their profitability. Students need not to spend on travelling accommodation, food and high fee for tutors. With easy access, e-learning programmes have become more complex. New trends like the expansions of application are developed by constant training.



**Characteristics of E-Learning:**

* Flexible education.
* Learner autonomy.
* Effective and efficient teaching learning process.
* Large and qualitative content.
* Speedy technology.
* More practicable teaching learning.
* Reduce student indiscipline.
* Transparent and authentic system of education.
* More planned and organise system of education.
* Access and success of all.

**Tools of E-Learning for Creative & Innovative Teaching Learning Process:**

E-Learning is flexible learning environment which serves number of individual and organization purpose by making use of number of technologies. There are many tools and technologies essential for e-learning and many of these tools come in handle as a stands alone to deliver learning using variety of approaches to e-learning.

**a) Communication Tools:**

The most communication tools used in E-Learning include e-mail, instant messaging, Chat and blogging.

E-mail stands for electronic mail. There are many e-mail services providers such as Yahoo mail, Gmail.

**b) Instant Messaging:**

It is the exchange of text messages through software application in real time. It is very popular as hear everything and faster more reliable and cohesive manner. IM messaging application like WhatsApp is extensively used by teaching community as a reliable communication tool.

**c) Chat:**

It is the synchronous communication tool facilitating online communication.

**d) Blogging:**

A blog is your own website that you are going to update on an on-going basis. Blog is a frequently updated online personal diary. Most of the blogs are primarily textual although focus on art blog, photo blog, video blog, music & audio blog.

**e) Collaboration Tools:**

The E-Learning technology offers a number of collaboration tools to learn from one to another to work on assignment, project in group. Some if the popular collaboration tools include chat, forum, wiki, online groups, audio video conferencing and social networking

**f) Social Networking:**

It can be used effectively for e-learning by creating specific internet groups. It is used by teachers collaborate in generating and shearing resources online easily.

**g) Podcasting:**

It is audio broadcasting on the internet. A podcast can be easily created from a digital audio file.

**h) Web Quest:**

Web Quest is an online data based lesson in which most of the information that students explore and evaluate comes World Wide Web (WWW).

**E- Learning:**

* In teaching and learning process.
* Interactive computer programmers.
* Online discussion groups
* Innovative concept and other innovative ideas.
* Blended learning, E-lectures, video conferencing.

* For testing and evaluating the learning outcomes.
* Diagnostic and Remedial teaching.
* Convenient and flexible.
* You are unbound by time-courses are available.

**Advantages of E-learning:**

* There is no need to waste time in travelling to classroom.
* A learner can organize his/her need.
* Learn with their own pace.
* Learner can get various types of information very quickly.
* Though E education a learner can share his/her knowledge at the global level.

Most important in E learning the learner receives individual and immediate feedback.

**Disadvantages of E-learning:**

* Knowledge and skills for the use of multimedia.
* Need resources, tools and equipment.
* No proper provision of equipping learning experiences.
* E-Learning proves very costly.

**Conclusion:**

E-Learning is new innovation pattern of learning which covers electronic media in the field of education. In creative and innovative teaching learning process e learning plays a wide role. E-Learning can use highly interactive visual and audio material to aid in learning. It is convenient, flexible and Interactive computer programmers.

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# 3

# "Comparative Study of Leadership & Positive Mental Health Among Children Coming Form Different Socio-Economic Status Background"

**Prof. Prashant L. Turankar**
Assistant Professor
Dr. S. Radhakrushnan College of Education, Sakoli

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- **Objectives :**

1)To measure the leadership quality among the children coming from different socio economic status background and search weather the difference is significant or not .

2) To measure the positive mental health index among the children coming from different socio economic status background and search the extent to which they differ from each other.

3) To measure the correlation between both positive mental

health and leadership ability among high and low socio economic status backhand.

- **Introduction :**

You are, by now, familiar with the term 'education', 'educated person' 'educating' and so on. You must have also used these terms on several occasions in conversation with others. What do we mean by education? Does 'teaching' or 'instructing' become education? Or is it learning in an institution? Does developing the child into good human being known as education? Is it possible to have one meaning of education? There are many more such questions that come to our mind when we attempt to understand the concept of education. The term 'education' has been

interpreted by different people in different ways. Some people refer to it as formal schooling or to lifelong learning. Some others refer to it as acquisition of knowledge, skills and attitudes. Some say that education is nothing, but training of people's mind in a particular direction to bring about desired changes. If you ask a statesman, an artisan, a teacher, a parent, a philosopher and a student about what education means to them, you would be surprised to know the multiple interpretations and views people have about education. This only shows that education doesn't have one precise universally accepted definition. It has various meanings with various functions. Analysis of these meanings would help us to understand what education really is. To begin with, let us look into how the term 'education' has evolved and some of the views of great thinkers that exemplifies the concept and meaning of education.

- **Leadership:**

Leadership is a word that inspires us in many walks of life. To lead is to manage, to create and to guide. It has positive connotations for many of us who want to follow the leader, or who want to become like him or her. Leadership is a powerful word. It is associated with an individual who has earned the respect of others and who leads them effectively and show them the right direction. It should evoke positive feelings in people.

Leadership should not be a dictatorship; it should not produce negative feelings among others. It needs to be able to inspire at all times, and the key to this is attitude. If we take the example of one of the longest epic of the world „The Mahabharata teaches us the important lessons of perspective leadership. In which the leadership of Lord Krishna helped the Pandavas to win the battle by showing them the right path. Krishna was a great leader because he was a problem solver, pragmatic, and a good judge. Good leaders use influence to steer others towards their goals, rather than power and this is an important point to remember. Power is a negative aspect of leadership, but influence depends on your attitude and ability to rally the workforce. Personality is central to the workplace; people come together in harmony or collide depending on their personalities and tensions can easily

be caused. Often it is unavoidable. After all, we all have different personality and different opinions about problem solving. The best leaders will harness the strengths and skills that people have and use them to their best ability, meeting the demands of the new workplace, which is being led by technology and where the old fashioned ideals of power and fear have no place. We can site another example of a prominent leader Neilson Mandela. Who influence the people and prove himself to be a transformational leader. He was an amazing leader because of his dedication, inspiration, and his vision of change. He was one of the leaders to put an end to segregation/apartheid rule of Africa and the first black president of the country.

As president, his main goal was to unify Africa. He made sure that everyone clearly knew and understood his goal of equality, and took all the steps possible in order to reach that goal. He encouraged the actions of others, and motivated others towards acceptance of people that are different. From integrating his own staff, to the desire for the rest of Africa to also get along with people of a different race, Nelson Mandela made sure he accomplished his goal as much as possible. So basically he modeled the way, inspired a shared vision, enabled others to act, challenged the process, and encouraged the heart, which are all 5 parts of leadership. All these qualities, and his

peaceful tactics for dealing with the issue, are some of the many reasons why Nelson Mandela was such a great leader. Positive attitude and leadership: To make leadership effective it is very much important in part of a leader to have positive attitude. Attitude is everything. Having the right attitude towards life is vital, if we want to see leadership success.

The attitude of a leader has a huge impact on the culture and environment of an organization. The leader s attitude tends to spread and affect others drastically. A good leader truly cares about the moral of the team, motivates his team with respect, a relentlessly positive attitude. The success of any organization is very much dependent on the leadership attitude. The role of a leader is to inspire people so that they can contribute their best to the organization and also inspire them to become more confident

in their work to achieve their personal and group goals, reflects the attitude of a leader. A positive attitude is a frame of mind – our perspective, as leaders, has much to do with how we engage and deal with challenges. As a leader, whatever industry you are in, you need to always remember that the energy you bring to everything you do, will be noticed and improved. Your personal attitude is a huge part of what you project to your team and organization. If you aren t demonstrating a positive, supportive and encouraging attitude, how can you expect others to? Challenges and problems will be always there.

As a leader you need to meet the challenges and focus on long term strategy to be more effective in the role. As the workplace becomes more flexible, diverse and mobile than ever beforebecause of globalization, leaders need to adapt to the changes and see them in a positive light. It is a tough time for those who like to be in control and to show that they have the knowledge to pass on to others, as the workplace becomes increasingly flexible. With the right attitude, leadership today should be a more exciting role than ever. The weakness of leaders, when they don t have all the answers, makes them actually more attractive in the eyes of others because they show their human unreliability. Being a good leader is less about being the smartest and more about understanding others and what makes a team work together to reach solutions.

- **Leadership and Positive thinking**:

1) Positive thinking can help cut out negative thoughts which can help you feel better and confident about yourself and your ability. With positive mind you become a lovely person for everyone and people want to see you beside them. If you have positive thinking, you can get joy, success, happiness in every step of life.

2) Positive thinkers have an easier time getting over their fears of failure and deciding to take new challenges.

3) A positive thinker becomes more attractive for others. Positive thinking is a power towards the success that one can use to achieve

ones goals and it is the only way to shape your life in the best angle.

If you approach everything in life with an attitude of „Positive Thinking  it will have a positive impact on you and less negative thoughts of others will affect you. Gradually you will begin to experience a greater amount of success in your life. A positive mental attitude will open the doors to the successful life. Leaders with positive thinking build a positive self image, develop self confidence and act as a good motivator for others.

People often wonder how to be positive in their thoughts and actions, especially, when they are unhappy and unsatisfied or when life is difficult or tough to deal with. It is rather easier to feel positive when everything goes well, but real positive thinking is revealed when one can maintain it in difficult times. It is then that you need it the most. But most people do not know how to be positive and what they need to do. It is all a matter of attitude and thinking. If we keep having the same thoughts, they will eventually tend to manifest in our world, which means that if we desire good things, we need to be careful about our thoughts. We have to stay and think positive. It is, in fact, our mind that creates the kind of life we live. If we think positively, we will transform our life accordingly. You may read books on positive thinking and think that you are positive, but when difficulties appear, you just forget about everything positive, instead of believing in yourself, looking for solutions and seizing opportunities.

- **Aim of study :**

The main aim of the study is to measure the positive mental health and leadership quality in children among coming from different socio economic status background.

- **Hypothesis :**

Assuming that the other factors are kept controlled it was hypothesised that

1)Leadership quality are significantly more among the subject coming from high socio economic stutus background than the subject coming from low socio economic stutus background .

2) Positive mental health status are significantly more among the subject coming from low socio economic stutus background than the subject coming from high socio-economic stutus background.

3) There is positive correlation between leadership and positive mental health status among high socio economic student and low socio economic stutus.

- **Review of Pre Research:**

A. Great-Man Theory

The effort toward explorations for common traits of leadership is protracted over centuries as most cultures needheroes to define their successes and to justify their failures. In 1847, Thomas Carlyle stated in the best interestsof the heroes that “universal history, the history of what man has accomplished in this world, is at the bottom ofthe history of the great men who have worked here”. Carlyle claimed in his “great man theory” that leaders areborn and that only those men who are endowed with heroic potentials could ever become the leaders. He opinedthat great men were born, not made. An American philosopher, Sidney Hook, further expanded Carlyleperspective highlighting the impact which could be made by the eventful man vs. the event-making man(Dobbins & Platz, (1986).He proposed that the eventful man remained complex in a historic situation, but did not reallydetermine its course. On the other hand, he maintained that the actions of the event-making man influenced thecourse of events, which could have been much different, had he not been involved in the process.

The eventmaking man’s role based on “the consequences of outstanding capacities of intelligence, will and characterrather than

the actions of distinction”. However, subsequent events unfolded that this concept of leadership wasmorally flawed, as was the case with Hitler, Napoleon, and the like, thereby challenging the credibility of theGreat Man theory.

These great men became irrelevant and consequently growth of the organizations, stifled(MacGregor, 2003). “The passing years have given the

coup de grace to another force the great man who withbrilliance and farsightedness could preside with dictatorial powers as the head of a growing organization but inthe process retarded democratization". Leadership theory then progressed from dogma that leaders are born orare destined by nature to be in their role at a particular time to a reflection of certain traits that envisage apotential for leadership.

- **Trait Theory:**

The early theorists opined that born leaders were endowed with certain physical traits and personalitycharacteristics which distinguished them from non-leaders. Trait theories ignored the assumptions about whetherleadership traits were genetic or acquired. Jenkins identified two traits; emergent traits (those which are heavilydependent upon heredity) as height, intelligence, attractiveness, and self-confidence and effectiveness traits(based on experience or learning), including charisma, as fundamental component of leadership (Ekvall &Arvonen, 1991).

Max Weber termed charisma as "the greatest revolutionary force, capable of producing a completelynew orientation through followers and complete personal devotion to leaders they perceived as endowed withalmost magical supernatural, superhuman qualities and powers". This initial focus on intellectual, physical andpersonality traits that distinguished non-leaders from leaders portended a research that maintained that onlyminor variances exist between followers and leaders (Burns, 2003). The failure in detecting the traits whichevery single effective leader had in common, resulted in development of trait theory, as an inaccessiblecomponent, falling into disfavor. In the late 1940s, scholars studied the traits of military and non-military leadersrespectively and exposed the significance of certain traits developing at certain times.

- **Contingency Theories (Situational) :**

The theories of contingency recommends that no leadership style is precise as a stand-alone as the leadershipstyle used is reliant upon the factors such as the quality, situation of the followers or a number of other variables.

"According to this theory, there is no single right way to lead because the internal and external dimensions of theenvironment require the leader to adapt to that particular situation". In most cases, leaders do not change only thedynamics and environment, employees within the organization change. In a common sense, the theories ofcontingency are a category of behavioral theory that challenges that there is no one finest way ofleading/organizing and that the style of leadership that is operative in some circumstances may not be effectivein others (Greenleaf, 1977).

Contingency theorists assumed that the leader was the focus of leader-subordinate relationship;situational theorists opined that the subordinates played a pivotal role in defining the relationship. Though, thesituational leadership stays to emphasis mostly upon the leader, it creates the significance of the focus into groupdynamic. "These studies of the relationships between groups and their leaders have led to some of our moderntheories of group dynamics and leadership". The theory of situational leadership proposes that style of leadershipshould be accorded with the maturity of the subordinates (Bass, 1997).

- situational leadership model, firstintroduced in 1969, theorized that there was no unsurpassed way to lead and those leaders, to be effective, mustbe able to adapt to the situation and transform their leadership style between task-oriented and relationshiporiented

- **Style and Behavior Theory :**

The style theory acknowledges the significance of certain necessary leadership skills that serve as enabler for aleader who performs an act while drawing its parallel with previous capacity of the leader, prior to that particularact while suggesting that each individual has a distinct style of leadership with which he/she feels mostcontented. Like one that does not fit all heads, similarly one style cannot be effective in all situations. Yukl (1989) introduced three different leadership styles. The employees serving with democratic leaders displayedhigh degree of satisfaction, creativity, and motivation; working with great enthusiasm and energy irrespective ofthe presence or absence of the leader; maintaining better connections with the

leader, in terms of productivitywhereas, autocratic leaders mainly focused on greater quantity of output. Laissez faire leadership was onlyconsidered relevant while leading a team of highly skilled and motivated people who excellent track-record, inthe past.Feidler & House (1994) identified two additional leadership styles focusing effectiveness of theleadership. These researchers opined that consideration (concern for people and relationship behaviors) andcommencing structure (concern for production and task behaviors) were very vital variables. The considerationis referred to the amount of confidence and rapport, a leader engenders in his subordinates. Whereas, initiatingstructure, on the other hand, reflects the extent, to which the leader structures, directs and defines his/her ownand the subordinates roles as they have the participatory role toward organizational performance.

- **Methodology :**

For psychological studies scientific and sound research methodology is necessary. Considering the nature of the topic asystematic research design was planned and care was taken at every step that things carried out scientifically.

We use in these research method two methods one is servey method and second is experimental method to perform the research .

- **Sample of the study :**

The Total sample consist of 40 subject out of which 20 belongs to high socio economic stutus background, 20 belongs to low socio economic stutus backgroung and their age render from 18 to 20 years.

- **Tools used for data collection** :

Following well standardized tools were used for collecting data.

1) positive mental Health index – The Test was adopted in India by Dr. C. D. Agashe and Dr. R. D. Helode .It consist of 36 question about persons positive mental health.

2) Leadership ability test – This scale was constructed by Dr. C. S.

Rathod. It consist of 30 incomplete sentence which are related to leadership ability of subject and person.

- **PROCEDURE OF DATA COLLECTION-**

Both the positive mental health index test and leadership ability test was given to both the group of each and every students following the instructions laid down by the auther.

- **Variables under study:**

Factor of leadership ability and positive mental health are treated as dependent variable and factor of socio economic stutus are treated as independent variables.

- **Research design :**

The factor of leadership and positive mental health is verified at 2 level of socio economic stutus ,thus factorial design 2x2 is used.

- **Statistical treatment of data-**

Stage 1- Mean and Standard deviation

Stage 2- t value

Stage 3- correlation value

- **Statistical Analysis and Interpretation :**

Analysis means the categorizing ,manipulative and summering the data to obtain the research questions. The purpose of analysis is to reduce the data to interpretable . so that the relation of research problem can be studied and testee.

Means and standard deviation of the raw score is formulated and ‘t’ value is calculated , the statistical analysis of all the score are given in the following tables:

While testing leadership of high socio – economic status and low socio-economic status background students, means of high social economic status 22.5 is greater than the means of low socio-economic status 17.1 and ‘t’- value 6.07 is reach upto 2.042 the value of 0.05 level of significance.

| High Social Economic | Low Social Economic |
|---|---|
| N=20 | N=20 |
| M =22.5 | M=17.1 |
| SD=2.6 | SD=3 |
| t=6.07 | |

**Table 2— positive mental health**

| **High Socio Economic** | **Low Socio Economic** |
|---|---|
| **N = 20** | **N = 20** |
| **M = 20.2** | **M = 18.9** |
| **SD = 2.82** | **SD = 3.19** |
| **t =1.38** | |

In verification of positive mental health among high socio economic and low socio economic background means of high socio economic 20.2 is greater than the means of the low socio economic background 18.9 but ‘t’ value is 1.38 reach upto 2.750 so the value of ‘t’ is not significant at 0.01 level of significance.

Correlation between leadership and positive mental health

| **Correlation between leadership and positive mental health:** |
|---|
| **High Socio Economic - 0.13** |
| **Low Socio Economic - 0.30** |
| **Result - Significant at low Socio economic level** |

The correlation value between leadership and positive mental health of high socio economic student is 0.13 and value of correlation of low socio economic student is 0.30, so according to correlation table and df 38 correlation between high socio economic student is non significant at the level of 0.05 and 0.01 but the correlation value of low socio economic student is significant at both the level of significance

- **Discussion:**

In 21st century there is a need for strong positive health and leadership quality in a person to prove himself in from of there fast world . Hence leadership quality is very essential for his personality development in front of world and to develop a good leadership quality one should also have a strong positive mental health status.

In this research effort were made to study leadership and positive mental health of high socio economic and low socio economic background .on this view the hypothesis one was framed as high socio economic students are better in leadership with comparing to low socio economic students is found to be significant ,even though the mean of high socio economic student is greater than low socio economic student and there df is 38 according to formula ,and t value is 6.07 and there value is more significant at the level of 0.05 and 0.01 in ‘t’ table level of significance.

Positive mental health is very necessary for the good leadership if one negative thought comes it spoil all the planning of individual .so on the ground of hypothesis 2 was formulated low economic students have good positive mental health than high socio economic students and ‘t’ value was calculated i.e. 1.38 and is not significant at 0.01 and 0.05 level of level . so it indicates that high socio-economic background student have more positive mental state than low socio economic background .so from the above ‘t’ value we found that our 2nd hypothesis was become fail.

Leadership and positive mental health are two psychological variables are interrelated and support in one another . in this view our 3rd hypothesis ,‘There will be positive correlation between leadership and positive mental health ‘was framed . for its verification correlation by product moment method was calculated between both the level of high and low socio economic status background and we found there is positive correlation at low socio economic background.

- **Conclusion:**

1) High socio economic students are better in leadership as comparing to low socio economic students are found to be significant.

2) Low socio economic students have good positive mental ability than compare to high socio economic students found not significant.

3) Correlation between leadership and positive mental health is significant at low economic students but not significant at high socio economic status.

- **Application :**

1) Students with high leadership ability will be able to perceive any situations objectively in their life.

2) student with leadership ability will develop good communication skill and life skills.

3) students with leadership ability will be able to perform well in any task and situation.

4) students with good positive mental health will have good confidence in him.

5) students with good positive mental health will have peaceful and happy life.

- **Limitations :**

sample taken in this research were very small.

Tools used in this research were in hindi and subjects were from Marathi mother tounge.

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# 4

# Constructivist Approach in Pedagogical Practices

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## Abstract

Constructivist approach has changed the way of attaining the knowledge. Now knowledge is not regarded as a product which can be transmitted by the teachers rather it now well established that knowledge is an idiosyncratic, dynamic construction of human beings. Constructivist approach claims human beings are better able to understand the information that they have constructed by themselves. Constructivist learning theory has emerged as one of the child-centered approaches. It is mainly attributed to the work of constructivist philosophers. In this approach people learn and construct their own understanding and knowledge through experiencing thinks and reflecting on those experiences. This paper identifies constructivist approach and teaching strategies.

## Introduction

Education is an important instrument of human development and social living. Ancient concept of education system was teacher centered and teacher directly transferred knowledge to students. The main defect of the system was that even though the learners received the knowledge but they were unable to retain it for a long time and apply it in their life. Most of the decision making in class room was dominated with the supremacy of the teachers. But in present education system, due to the emergence of many researches in the field of pedagogy and curriculum there is a paradigm shift

from learner centered curriculum approach to teacher centered curriculum approach and thereby learners independently construct new knowledge through social interaction with the help of peers which is in tune with the emergence constructivism. Modern innovative pedagogic practices like problem-based learning, project based learning, collaborative and cooperative learning, tutorials, group discussion etc are output of child centered education.

Historical emergence of constructivism has its relational integrity from the early days of nineteenth century. It emerged as a result of contradiction to behaviorism theory. At that time there was an influx for a better understanding of the human mind. Constructivist conception of learning has developed its roots in the work of ***Dewey, Montessori, Piaget, Vygotsky, and Bruner***. These are main contemporaries who had developed the precise idea of constructivism. According to Dewey, students are imperative in active participation and self direction, their cumulative experience and worldview are critically solving the problem of education. ***Dewey*** (1961, p.342) told that contents of the child's experience is more important than the subject-matter of the curriculum. Here Dewey's belief in child experience is same as to self-direction as a way to self-realization of students and recognizing the self concept. Further, ***Montessori*** (1912) focused on constructivist view; she state's that, teacher role as a facilitator is more important than just a preacher. It is a high time to reframe the positioning of teacher in the student- teacher educational structure. Teacher's role as a central instructor has to be remodeled as just a facilitator and share his/her power and responsibility with the students for all decision making. Students should be involved in all types of learning activities such as building of syllabus, framing course contents, preparation of time-table and etc. ***Piaget*** was a Swiss psychologist and epistemologist, his cognitive developmental theory is more famous for ideas about cognitive structure but the latter has been developed the term "constructivism" in his book 'The Construction of Reality in the Child' which was originally published as "La construction du réel chez l'enfant" in French language in 1937. Piaget used the word *assimilation* to describe the acquisition of new skills or knowledge from the interaction with one's

environment and *accommodation* was the same process but the result was modification of one's pre-existing knowledge (Campbell, 1997). ***Vygotsky*** agreed with the idea of Piaget that construction of knowledge after interacting with natural world but he believe that knowledge internalization through process in social interaction, and other individual internalizes knowledge is affected by the way of cultural differences. Language is a learning tool and social cue which helps to build a common platform for interaction and sharing knowledge which further enhances our mutual capability to deliver. Concept of the Zone of Proximal Development (ZPD) is important contribution of Vygotsky. His notion of ZPD was the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer (Vygostky, 1978). Constructivist learning considers that individuals construct their own knowledge through activities that are collaborative, cooperative, meaningful, and engaging thus incorporating all the aforementioned ideas. **Bruner's** work was highly influence by the idea of Piaget and Vygotsky and he was responsible for the future expansion of their idea. Bruner's stressed on cognitive constructivism, and argumented that the learner actively constructs the new knowledge on the basis prior existing knowledge and understanding, their interaction through their environment, new information and world. Modern educational theory, research, and instructional methodology have been influenced his work.

Above mentioned literature on education leads the researcher to build a constructivist thought process based on the notion that it has been derived from Dewey's thoughts. Dewey focuses on constructivist view; contents of child's experience are better than subject-matter of curriculum, and active participation, self-direction is indirectly initiating this idea. Montessori has proposed that, teacher as a facilitator, not centre of classroom learning and she advocates decentralization of education. Then Piaget was developed the term *constructivism* in his book 'The Construction of Reality in the Child; and those say that knowledge and new skills are internalized through integration of environment. However Vygotsky state that knowledge construct through

process in social interaction and other give the concept – "Zone of Proximal Development (ZPD)". Bruner highlight the cognitive constructivism, where learner actively constructs their own new knowledge on the basis of prior experiences and understanding through the world. Alternatively it can also state that constructivism emerge from this root and it has been developed from a constructivist paradigm; where learners empower his critical thinking, higher order of thinking, ability of meaning making, more knowledgeable to other etc.

In short, Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. Constructivism is a theory of learning based on mental construction, which individuals are differently perceive, interpret, and explain the same object and actively construct meaning of reality or seeking new knowledge through previous exist understanding and experiences. The meaning of constructivism is differs on bases perspective and position. According to Glasersfeld, (1995) constuctivism is the knowledge, no matter how it be defined, is in the heads of persons, and that the thinking subject has no alternative but to construct what he or she knows on the basis of his or her own experience. National Curriculum Framework has explained as construction of knowledge is a process of constructivist learning, where learners actively construct their own knowledge through world on the basis of previous experiences and understanding (NCF, 2005, p. 17). UNESCO has defined as "the learner constructs knowledge; learning is a personal interpretation of experience; learning is active, collaborative, and situated in real-world contexts; and assessment of learning is integrated within the learning context itself" (UNESCO, 2002, p. 212).

In order to achieve sustainable development, education is the main agent which helps in increasing people's capabilities so that their vision for society can be realized. Govt. of India keeps on launching various policies and programmes so as to improve the education quality in India. National Policy on Education 1986, which has been revised in 1992, is one such example. Government reviews the progress of education every five years. In this process, NCTE is maintaining the standard of education and also, on the other hand

making sure that the quality of education is improved in the country. NCTE in coordination with NCERT had introduced a national curriculum framework in 2005 which highlight that teaching and learning activities is based on constructivist approach for increasing quality of education and also fulfill the concerns of RTE Act 2009. Further The National Education Policy, (2016, p.5) proposes that "envisions a credible education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast-changing, ever-globalising, knowledge-based societies, and developing responsible citizens who respect the Indian tradition of acceptance of diversity of India's heritage, culture and history and promote social cohesion and religious amity." This view reflects and proposes that quality of education. And in order to fulfill this purpose, constructivist strategies and classroom teaching will be better where teacher poses questions and situation of learning arises. They use multiple techniques in teaching process. They are prompt in replying to the learners for the questions raised out of curiosity by involving the participants to take part in multiple interpretations and expressions of learning and group work among themselves and the teacher here just play the role of a facilitator. Learners are not blank slate which means that they already possess a certain amount of knowledge. When learners are introduced to the learning platform, they are already equipped with raw knowledge and the teacher only needs to process it further into meaningful information. This will enhance their ability to understand and interpret learning from their own observations and experiences. This will develop higher order thinking.

**Constructivist Teaching Strategies:**

Modern teaching- learning process is learner-centered, and from the traditional method a paradigm shifts towards student centered process oriented constructivist approach. In constructivist learning, learners actively construct their new knowledge through the world reality, based on previous experience. Knowledge as well as learning is creative & innovative. This approach leads the learner towards whole development. In the constructivist

perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (NCF, 2005). The education planner of country came up with National Curriculum Framework in 2005 under a road map to transform the quality of education at school level, NCF 2005 suggest the inclusion of *constructivist approach into the national curriculum which will lead to better understanding knowledge, creativity among the higher secondary school student*. Constructivist approach does not lead to rote learning, instead, it result is self-learning among student along with constructing their own knowledge about the reality of the world while the role of the teacher is as a facilitator who gives guidance and helps to the student whenever it necessary. Self-learning among students is initiated with the help of the knowledge which is already present within them and thereby it becomes a tool for constructing new knowledge. Every state has been urged to renew its own state curriculum in light of NCF 2005 recommendations, by bringing in cohesive changes in their curriculum, teaching-learning material, pedagogy and assessment systems. In the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional class room in which students work primarily alone, learning is achieved through repetition, and the subject are strictly adhered to and are guided by a textbook (Waite-Stupiansky,S. 1997). Some activities encouraged in constructivist classrooms are:

**Experimentation:** Students individually perform an experiment and then come together as a class to discuss the results.

**Research projects:** Students research a topic and can present their findings to the class.

**Field trips:** This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.

**Films:** These provide visual context and thus bring another sense into the learning experience.

**Class discussions:** This technique is used in all of the method described above. It is one of the most important distinctions of constructivist teaching method.

## Role of Teacher in Constructivist Classroom:

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject. David Jonassen identified three major roles for facilitators to support students in constructivist learning environments: Modeling, Coaching, and Scaffolding.

## Conclusion:

The present research study is a sincere effort towards the study of criterions provided by the constructivist learning strategy perspectives which contributes towards the natural development of individuals connecting them to the society and ensuring the overall development of all. Academic achievement is the most important aspect of teaching - learning view for students. It is actual achievement of learners in academic examination of subject matter. They measure student's academic ability and performance outcomes through standardized test. Learners engage themselves in educational activities since their degree of effectiveness depends on performance and their result is affected by teaching and learning process.

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# 5

# Impact of Multimedia Package in Teaching of Micro-teaching of B. Ed Student

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## Introduction:

Education is such a tool which not only facilities learning but also acquisition of various skills, knowledge, etc. it also refers transfer of knowledge. Due to the in erasing science based technologies the classroom have turn into the amazing lends full of enthusiasm, excitement, fun and lots more. The most distinctive feature of this science based technology is that it develops values live interest patients, positive outlook respect for truth, respect for other persons, objective nature, keenness, concentration of mind. Technology has made impacting education stress-free for both students and teacher educators.

Various teachers are ready to accept the wave of digitization but more effort still need to be exercised when it comes to teacher truing. Outmoded teaching method need to meet with $21^{st}$ century teaching and learning trends. Educations who have expressed that difficulty in engaging students is one of the major tests of their jobs, have described the feeling of joy when they see, something click in a student's eyes.

## Need of the study:

In this technology era a teacher has to understand difference between 'learning about' and learning to be and later implement for the learners. As a trainee teacher it need of students to practice intellectual or conceptual skills such as effective teaching method, communication skill, problem

solving skill etc. Instructors need to think carefully about exactly what skills their students needs, how it's fits with the nature of subject matter, the kind of activities that will allow to students to develop and to improve their intellectual skill.

Professional development in the digital era becomes extremely valuable to teachers. The purpose of professional development is to provide teachers with learning strategies to improve student's achievement. While the good of professional development remains the same.

Micro-Teaching is a major dimension of teacher training program. To provide effective practice of teaching skills traditional method is not enough. So, it is need to used to technology for the development, student of B. Ed need to be able to develop their teaching skill through micro-teaching practice so, that investigator has selected this study.

**Statement of the problem:**

**Impact of multimedia package in teaching of micro-teaching to B. Ed students.**

**Definition of key words:**

**Multimedia package:** Use of audio-video sound animation whenever necessary in teaching. Tap-recorder, smart-board, e-learning etc.

**Impact:** To examine outcomes of multimedia package.

**Micro-Teaching:** Micro-teaching is a teacher training and factually development technique where by the teacher reviews a recording of a teaching session in order to get constructive feedback from peers about has worked and improvement can be made to their teaching technique.

**B. Ed Student:** Those who are studied undergraduate professional degree which is mandatory for teaching at secondary and higher secondary classes.

**Objectives:**

1) To develop Multi-Media package on Micro-teaching skills.
2) To administrative the developed Multi- Media package.

3) To study the impact of effectiveness of Multi-media package in the practice of Micro-teaching.

**Methodology:**

The investigator adopted two survey method to observers the impact of multi-media package on practice of micro-teaching.

**Sample:**

To study the impact of multimedia package, investigator has randomly selected four B. Ed college has been selected for the study. The sample size was 200 students.

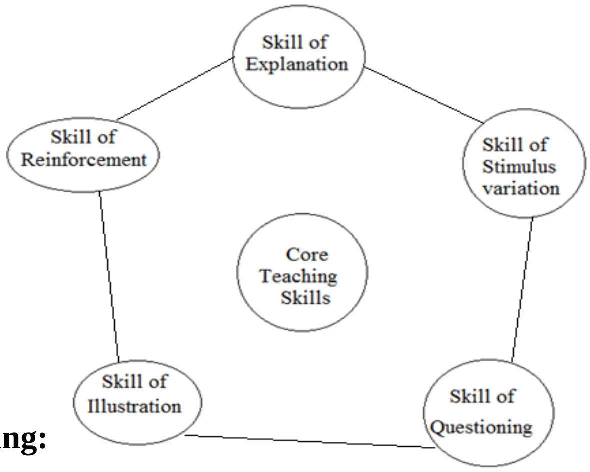
| Sr. No. | Name of B. Ed College | Sample size |
|---|---|---|
| 1 | Shri. L.M. College of School | 100 |
| 2 | Adilok Mahila Vidyalaya Goregaon | 50 |
| 3 | Rajiv Gandhi B.Ed College Sadak/Arjuni | 50 |

**Micro-Teaching Skill:**

These are eight micro-teaching skill are practiced in B. Ed colleges.

1. Information
2. Explanation
3. Demonstration
4. Illustration of Example
5. Skill of stimulus variation
6. Skill of Black Board writing
7. Skill of closure
8. Skill of questioning

Micro-teaching, a teacher training technique currently practiced word-wide; provide teachers skills by improving the various simple tasks called teaching skills. Micro-teaching helps to promote real-time teaching experiences. The core skills of micro, teaching help in improvement of professional ability.




**Steps of Micro-Teaching:**

| | |
|---|---|
| 1 | Plan |
| 2 | Teach |
| 3 | Feedback |
| 4 | Re-Teach |
| 5 | Re-feedback |

The multimedia technology is not only an important part of modern teaching skill but also an important factor affect the teaching quality and promotes teaching reform. As the continues application of network technology and multimedia technology in micro-teaching, students can receive a growing number of combined multimedia training in teaching get a comprehensive category of the project. This article will base on the advantages of the multimedia technology to analyze requirements created by micro-teaching concept and the technical assurance provided for the implementation of micro-skill training and also analyze the function of the multimedia technology carried out in the micro-teaching process through five aspect; recording, storage, transport, adjustment and reappear, which aims to push the process of education reform in normal universities through reasonable combination.

**Use Multi-media package for Micro-Teaching**

1. **Projector:** To explain the cycle of micro-teaching stage and steps of micro-teaching projector was used.
2. **Smart-Board:** To display the e-learning content it's used.
3. **Audio-Video Clips:** To show the practice lesson on micro-teaching it's used.
4. **Short Films:** To show the lesson of explanation and demonstration skill.
5. **Tape-recorder**: To listen poem, stories reading and other things it's used.

**Impact of multimedia on practice of Micro-Teaching.**

1. B. Ed students attracted towards micro-teaching after using multimedia package.
2. Students are enjoying their practice with multimedia package.
3. Students understood all micro-teaching skill.
4. Students are able to do practice with multimedia package.
5. Students are able to present effectively.
6. with the help of multimedia package students understood the concept of micro-teaching effectively.

**Findings**

1. Multimedia package was very effective for practice of micro-teaching.
2. Multimedia package was effective for presentation skill.
3. This package has improved the confidence level of the student.
4. Teaching learning process was more enjoyable.
5. Students were master over the micro-teaching skill.

**Conclusion:**

1. The multimedia package were found to be effective.
2. The result of this study probed that multimedia packages can be effectively use for the enhancement of practice of micro-teaching of B. Ed student.
3. Multimedia package were effective to built confidence of B. Ed students.

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# 6

# ICT and Innovative Practices in Higher Education e – Learning in Higher Education

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## ABSTRACT

NEP 2019 is based on Indian culture and values. Its touch the life of each and every citizen of rural and urban area Its main focuses on quality education, in which it provide basic ICT knowledge and skills for professional development for teachers. The present experimental study was undertaken with two objectives in view

1. To apply e-Learning strategy in teaching and learning of class X Science subject

2. To develop innovative practices in higher education it means that introduce new ideas and practices in education and training. A pre/post test randomized group design was used in the present study. A total of 80 students of class X were selected. These students were equally divided in two groups randomly. The experiment group was taught through e- learning while the control group was taught through traditional method. The obtained results show that the e- learning strategy was more effective than the traditional teaching and learning of science at secondary level.

## Introduction

For professional development for teacher is to present basic ICT knowledge and skills. It is necessary for teachers to become skilled in operating the new technologies and in exploiting them effectively as educational tools. Teacher must master the use of information – skills of

research, critical analysis, linking diverse types and sources of information and reformulating retrieved data.

According to Kothari Education commission 1964-66 “The destiny of India is being shaped in the classrooms” throw light on the importance of education in modern India. No country can progress unless it focuses its attention, “This commission is formed to advice the government on the education policies, National Standard of Education and the potential for development in every sphere of education. From the point of view of these objectives the terms of reference of this commission were to survey the existing system of education of the country and to suggest measures for its reform. Its field of work may be understood more clearly in the following form

1. To make an in depth study of the existing Indian system of education and to find out the reason for the wide spread discontent against it and to suggest measures for its reform.
2. To decide policy matters for the organization and administration of education for the whole country and to advise the government in this context.
3. To propose a uniform system of education for the country, a system which would help in an all round development (social, economic and political) of the country. This system should be such which while preserving the traditional qualities of Indian Education should fulfill the needs of the present and help in the construction of the future.
4. To find out the ways and means for the expansion and qualitative improvement of any type of education at any level, for the country and to give suggestion to the government in this context.

**Background of the Problem**

In this document the statistical description of the progress of Indian Education from 1951 to 1985, a real picture of its achievement and failure and a correct analysis of its merits and demerits is presented. The

government made this document public and started a nationwide debate on it. Suggestions were received from different region of all the provinces. On the bases of this suggestion, the central government prepared a new education policy and presented it in the budget session of the parliament, 1986.There after, it was declared in May, 1986 the first National Education policy in which a complete plan for its implementation along with the policy is presented and at the same time sufficient resources is arranged for it.

In the National Education Policy, 1986 it was declared that the implementation of this policy will be reviewed after every 5 years. In the meantime the National Front formed the Government. In 1990, just 3 years after coming to power this government appointed Ram Murti Review committee to review committee was uet to be considered and it appointed the Janardan Reddy committee,1992 to review the implementation and results of this policy. On the bases of these two reports the government introduces some amendments in the National Education Policy,1986 and proclaimed it under the title National policy on education 1986 with modifications undertaken in 1992.

Under the chairmanship of Dr. K. Kasturi Rangan (Former Chairman of ISRO) formulate National Education Policy 2019, Its visions an Indian centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high quality education to all foundation literacy and numeracy (Basic education) school education 5+3+3+4, Five years of the foundation stage, three years of pre primary and grades 1,2 (3-8 years) for grade 3,4 & 5 (8-11 years) and 11-14years grade 6,7 &8 , 14-18 years grade 9,10,11,12 . Teacher education taught by passionate, motivated, highly qualifies, professionally trained and well equipped.

**Key points**

1. Access, equality, quality and affordability in teaching learning.
2. Early childhood care and education (ECCE)
3. Semester system in education pattern.
4. Restoring of school premises.

5. Protection of life skills.
6. B.Ed. four year integrated course.
7. Private and public institution will be treated as same.
8. To stop dropout students.
9. Tri language policy will be implemented.
10. Reduce curriculum load in each subject more holistic, experiential, discussion base and analysis base learning.

**Challenges**

Education in India faces a number of problems. These problems include the shortage of qualified teachers, very large students and teachers and weak curriculum. All these negative aspect result in poor delivery of education, to overcome from all these problems the teachers are faced with the challenge of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices.

The National Educational Technology forum will be a platform for the free exchange of ideas on the use of technology to improve learning, assessment, planning and administration.

**Concept of e –Learning**

E-learning is the applications and processes such as web – based learning, computer based learning, virtual classrooms and digital collaboration. e-learning can be defined as learning opportunities delivered and facilitated by electronic gadgets. It is different from old traditional system only where the contents are delivered. e-learning is considered a more effective way of teaching to a large group of students, thereby providing consistency in educational qualities. The opportunities made available through e-learning are both significant and numerous.

The difference between e-learning and online learning, e-learning represents the whole category of technology based learning, while online learning is synonymous with web based learning, we can say online learning is subset of e-learning.

**Types of e-Learning**

The following are a few of the most common types of e-learning:

- Technology based learning
- Web based learning
- Computer based learning
- Synchronous e-learning
- Asynchronous e-learning

1. Technology based learning: It includes computer mediated communication, video conferencing and, multimedia etc.
2. Web based learning: It uses streaming media, text and graphics to develop existing learning the uses via the internet.
3. Computer based learning: It is an alternative to web based learning for graphic or audio reach learning
4. Synchronous e – learning: Internet, telephony, web conferencing, online lectures, distances learning and audio /video conferencing.
5. A synchronous e-learning: Self based courses via internet on CD-Rom and stored audio/video level presentations or seminars.

**Benefits of using ICT in classroom**

1. It helps the teacher to go deeper into the subjects and investigate new areas.
2. It enhances student's motivation to learn. They stay on tasks for longer periods.
3. Better decisions are made as more information can be readily available for a timely way to support decisions.
4. It reinforces self learning.

**Need for the Study**

Effective teaching of science depends largely upon the introduction of newer methods of instruction. Now a day a teacher cannot depend on

any single method of teaching. The teacher has try out several innovative methods. The students are able to understand the concept, principles and content in effective manner where the innovative new methods are incorporated in the teaching learning process.

Innovation in teacher education like in any other context, have two main aspects. They are 'What' and 'How' of an innovation. What an innovation refers to the substances of an innovation, which includes descriptions of new programmes and practices of teacher education. the process aspect of innovation in teacher education includes are description of 'How' an innovation takes place in teacher education. A description of process of innovation would include an out comes of an innovation.

In the present research paper, however, an attempt has been made to identify those factors, which might facilitate the spread of innovation in the teaching learning programme in India they are

1. Awareness and interest
2. Service and support
3. Leadership role
4. Incentives
5. Problem solving approach
6. Prestige value of innovation
7. Evaluation process

**Objectives**

1. To find out the significant difference between the pre test and post test mean scores of the slow learners in the control group taught through tradition lecture method.
2. To find out the significant difference between the pre and post test mean scores of the slow learners in the experimental group who learnt through strategy.

**Hypothesis**

There will be no significant difference between achieved score of students studying through e- Learning with those studying with traditional method of teaching.

**Methodology**

For the present study experimental method was used. For this experimental and control group was design in the study the experimental group was taught through e- learning. The control group was taught through the traditional method.

**Sample**

A sample of 80 students of Class X of M.M. Rabbani High School was taken.

**Tools Used**

a) Instructional tools (e-Learning programme) prepared by the investigator
b) Achievement test (prepared by the investigator)

**Statistical Techniques**

The data were mainly analyzed in terms of Mean and Standard deviation, The‘t’ test was used to find out the significant differences. To find out the level of significance the calculated‘t’ values were compared with the table values.

**Analysis, Interpretation and Results**

Appropriate analysis will be done with the help of statistical techniques and interpretation. The result will be interpreted in relation to the objectives of the research topic.

Table no.1 Summary of‘t’ test for achievement of Experimental and control group

| Group | No. of Students | Mean | S.D | 't' Value |
|---|---|---|---|---|
| Pre Test (Control) | 40 | 5.9 | 2.55 | 14.17 |
| Post Test (Experimental) | 40 | 14.67 | 2.77 | |

**Result**

Table no.1 reveals that the mean score of experimental group is 14.67 which is the higher than control group score 5.9, The 't' ratio between the mean scores of two groups 14.17 which is greater than the table value at 0.01 level. Thus the difference in the mean scores of the students of the experimental and control group on achievement test in science is significant at 0.01 levels. This indicates that the achievement of the students of the experimental group in science is significant at 0.01 levels.

**Educational implications**

1. Expertise of teaching professionals can be made available to a wider population across the country
2. The e-Learning progmmes can be telecast from one center and all the students can reap its benefits
3. The e-learning has a motivating quality of its own and it enhances the achievement of the backward students like low achievers, under achievers slow learners etc.
4. Student should be encouraged to work more on the internet for education purpose.
5. Attitude of the teacher should be encouraging and should inspire the students to work on internet as an innovative way to gain and update information.
6. Awareness of internet should be increased.
7. Administrator should provide free facility to use of wifi in colleges and universities campus so that those students for whom internet is

an expensive device or those who cannot use internet because of too much of distance from home.

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**7**

# Impact of motivation among tribals in adopting new technological innovations

( A Study undertaken in Gothanagaon village of Gondia district in Maharashtra state)

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**ABSTRACT**

India is home to a large number of tribes with population of about 70 million. Due to welfare programmes tribal communities made themselves consious about their own existence. They have become more vibrant with new experience and are moving out of their isolation on to paths of development in terms of adoption of new farm and home technology . Through motivation they can adopt any techniques . The present study conducted to determine the impact of motivation among tribals in adopting new technological innovation of Gothangaon village. The study was conducted in Gothangaon village of block of Arjuni Morgaon in Gondia district of Maharashtra . By convenience sampling techniques 30 women were selected . Data was gathered by the tool interview schedule through survey method and analysed by percentages. Respondents had the use of appropriate motivational techniques among tribals has brought positive response in technology adoption in tribal women.

**Key words** : Tribes ,Tribal Education , Adoption, Motivation , Factors of Motivation , Home and farm Technology.

India has the second largest tribal concentration in the world spread across various parts of the country mainly in forests and hilly regions. The characteristics of these communities are their particular geographical

location, distinct culture, economic backwardness and aloofness from the society at large.

Tribes are the people with different way of living and community life .They are living in definite geographical area. They have their own culture, customs, religious, belief etc. which make then different from other tribal community. They have their own local language according to **Dr. D.N.Mazdur** , a tribe is a collection of families bearing a common name, member of the trible which they occupy same territory, speak the same language, observe certain taboos, regarding marriage, profession and have developed well assessed system of reciprocity and of obligation.

The word 'Tribe' denotes a group of people living in primitive and ruthless conditions. These tribes are a social group of living in a fixed territory having no such specialization of functions and the people living in these social groups are known as tribes or tribal people. Tribes also have several sub groups and collectively they are known as "Tribal Society". Tribes are the inhabitants of forests since pre history and even in this modern world this trend is followed by many people. Tribes constitute around 8.6 percent of the total Indian population, and of the tribal population around 80 per cent are found in Central India.

Tribals constitute 8.61% of the total population of the country, numbering 104.28 million (2011 census) and cover about 15% of the country's area. The fact the tribal people need special attention can be observed from their low social, economic and participatory indicators. Whether it is maternal and child mortality, size of agricultural holdings or access to drinking water and electricity, tribal communities long for behind the general population.

Education is most essential requirements for man-making and nation building . It is indispensible for development of human resources. Education imparts knowledge , Skills & character . At the backdrop of the new education policy, likely to come shortly the papers make critical attempt to apparise the statistics and status of education among tribes across India.

Education is the one of primary agents of transformation towards development. Education is in fact an input not only for economic

development of tribes but also for inner strength of the tribal communities which helps them meeting new challenges of life. It is an actively or series of activities, or process which may either improve immediate living conditions or increase the potential for future living . It is single most important means by which individual and society can improve person endowments, build capacity levels, overcome barriers and expand opportunities for a sustained improvement in their well – being (**Dr.Sahu K. 2014**).

The major purpose of education is to bring change in the attitude and practices of the people whom the word is done with. It deal with the various strategies of change in behavioural pattern of people by scientific and technological innovation for the improvement of standard of living.

The researcher in this paper will be focusing on the inclusion of tribal education as part of higher education in the light of **NPE 2019** because teachers have to be well equipped in tribal aspects while working for their development.

Along with education , motivation is also very important which helps a person to move forward of the tribal communities.

Motivation is the word derived from the word 'motive' which means needs, desires, want or drives within the individuals. It is the process of stimulating people to action to accomplish the goals. Motivation is an important factor which encourages persons to give their best performance and help in reaching enterprise goals.

According to **likert** , "It is the core of management which show that every human being gives him sense of worth in face to face groups which are most important to him. A supervisor should strive to treat individual with dignity and recognition of their personal worth''.

" It is the stimulation of any emotion or desire operating upon one's will and promoting or driving it to action". (**Lillis**)

Motivation is the complex of forces starting and keeping a person at work in an organization (**Dubin**).

According to **Gareth Jones (2000)** " Motivation is a psychological force that determines the direction of a person's behaviour, effort a person's level of persistence in the face to obstacles".

There for it is necessary for understand the concept of motivation in which tribals are encouraged by changing their behaviour and developing knowledge.

**Types of Motivation :** There are 2 broad classification of motivation which are present in each and every individual. They are……

1] **Intrinsic Motivation :** This is also knows as primary motivation .This types of motivation is present in each and every individual . They are inborn and no outside forces are required to fulfil theses motives. The need for thirst, hunger or sleep are some of the examples of intrinsic motivation.

2] **Extrinsic Motivation :** The extrinsic motivation is just the opposite of intrinsic motivation. As seen in Intrinsic motivation- the inner urge which is responsible for a person to act, while extrinsic motivation are related to the socio-psychological need of and individual, security recognition, name, fame, Status, prestige ,praise, rewards , pressure, etc. are few examples of extrinsic motivation.

Motivation is also important is creating interest, arousing interest and maintaining that interest of a person on a particular activity or thing. When a person is interested in a particular task or activity, their performance changes, this performance should be such that is accepted by all.

They have become more vibrant with new experience and are moving out of their isolation on the paths of development in terms of adoption of new home and farm technology. Technologies are promoted to increases yields and incomes, save time , save money, improve food and nutritional security , health status and even empower women. Factors effects motivation are cost, relative advantage, techniques appropriateness , simplicity of application divisibility.

**Objective of the Study :**

1] To find out the socio-economic status of the respondents.

2] To study the problems and difficulties in adopting of selected technology.

3] To determine adoptional factors among tribals regarding selected technology.

**Need and importance of the study :**

The government and NGOs efforts on the field by tribal development in many cases not been successfully. The reason being lack of knowledge of the adoptional behaviour of tribals.

The study will primarily focus on motivational factors that will help the policy makes to consider them while introducing home & farm technology to the tribal. The conclusions drown from the study can be importance to policy makes in the government , NGO and University departments engaged in the field of tribal development.

**Hypothesis :** The use of appropriate Motivational techniques among tribals will bring about positive response in technology adoption .

**Limitations:**

- The researcher is not able to conduct the study in a large area due to paucity of funds and time.
- The result of the study may apply to area with similar characteristics.
- The study is limited to the selected village alone.

**Review of literature :**

The adoption process of agricultural innovation that simultaneously takes account of both extrinsic and intrinsic factors and their interaction in the decision-making process for the adoption by agricultural innovations . While they suggest that knowledge attitudes and perception in relations to the benefit & challenges of the technology play key role in the decision to adopt, mentioned in the study, " The Role of knowledge, Attitudes and Perception in the Uptake of Innovations Among Small Holdes Foemers In Sub- Saharan Africa" by ( **Maijer S. at al 2014**).

Education is the key to tribal development tribal people have very low levels of participation .Through place in India, but the pace of

development has been rather slow. If government will not take some drastic steps for the development of tribal education , the

status of education among tribes will be story of distress, despair and death. Hense time has come to think it seriously about tribal education and inclusive growth , mention in the study ," Tribal Education in India : Government Initiative and challenges by (**D. Kumar 2017**) .

**Methodology:**

The present study was conducted in tribal village Gothangaon of Arjuni Morgaon block in Gondia district of Maharashtra state. By using convenience sampling technique 30 women from Gothangaon village were selected .Survey method was used to collect data, which was further analysed with the help of percentage method.

**Results :**

**Table 1 : Socio economic status of respondents**

n = 30

| **Sr.No.** | **Particulars** | | |
|---|---|---|---|
| **A)** | **Age of Respondents** | **No. of Respondents** | **Percent** |
| 1. | Less than 20 years | 01 | 3.33% |
| 2. | 21 - 30 years | 20 | 66.67% |
| 3. | 31 - 40 years | 04 | 13.33% |
| 4. | 41 - 50 years | 03 | 10.00% |
| 5. | 51 and above | 02 | 6.67% |
| **B)** | **Marital status** | | |
| 1. | Unmarried | 03 | 10.00% |
| 2. | Married | 20 | 66.67% |
| 3. | Widow | 05 | 16.67% |
| 4. | Divorcee | 02 | 6.67% |
| **C)** | **Types of Family** | | |
| 1. | Nuclear Family | 03 | 10.00% |
| 2. | Joint Family | 25 | 83.33% |
| 3. | Extended Family | 01 | 3.33% |
| 4. | Broken Family | 01 | 3.33% |

| | | | |
|---|---|---|---|
| **D)** | **Type of House** | | |
| 1. | Temporary House | 10 | 33.33% |
| 2. | Permanent House | 20 | 66.67% |
| **E)** | **Educational Level of Respondents** | **Number** | **Percent** |
| 1. | Illiteratex | 03 | 10.00% |
| 2. | S.S.C. | 01 | 3.33% |
| 3. | H.S.S.C. | 25 | 83.33% |
| 4. | Graduate & above | 01 | 3.33% |
| **F)** | **Occupation** | | |
| 1. | Farming | 15 | 50.00% |
| 2. | Gruhudyog (Papad making) | 10 | 33.33% |
| 3. | Tailoring & Knitting | 03 | 10.00% |
| 4. | Fisheries | 02 | 6.67% |
| **G)** | **Monthly income (Rs.)** | | |
| 1. | Less than 2000 | 02 | 6.67% |
| 2. | 2001 - 4000/- | 04 | 13.33% |
| 3. | 4001 - 6000/- | 20 | 66.67% |
| 4. | 6001 & above | 04 | 13.33% |
| **H)** | **Participation of Respondents in Social Events.** | | |
| 1. | Haldi Kumkum | 10 | 33.33% |
| 2. | Mahila Bachat Gat | 15 | 50.00% |
| 3. | Mahila Melava | 02 | 6.67% |
| 4. | Mahila Bhajan Mandal | 03 | 10.00% |
| **I)** | **Live Stock Particulars of Respondents** | | |
| 1. | Cow | 15 | 50.00% |
| 2. | Buffaloes | 10 | 33.33% |
| 3. | Goats | 02 | 6.67% |
| 4. | Bullocks | 03 | 10.00% |

It is revealed from table 1 that (66.67%) of respondents belonged to 21-30 years age, followed by 31-40 years (13.33%). Maximum 66.67% were

married. A maximum 83.33% of respondents had joint family while (66.67%) of them stay in permanent houses.

Maximum of (83.33%) respondents have farming as their occupation. Maximum (66.67%) of respondents obtained monthly income up to 4001/- to 6000/-, Maximum (50%) respondents were members of Mahila Bachat Gat and maximum 50% of respondents held cow as live stock.

**Table 2: Problems and Difficulties in adopting of selected technology**

n = 30

| Sr. No. | Particulars | | |
|---|---|---|---|
| **A)** | **Response** | **Number** | **Percent** |
| 1. | Difficulty in techniques | 06 | 20.00% |
| 2. | Unavailability of raw material | 10 | 33.33% |
| 3. | Incomplete knowledge | 05 | 16.67% |
| 4. | Lack of funds | 12 | 40.00% |
| 5. | Doubts | 02 | 06.67% |
| 6. | Technical Languages | 05 | 66.67% |

**Multiple Respondents :**

The above table reveals that 20% the respondents had difficulty of techniques . 33.33% of respondents had raw material not easily available. 16.67% of respondent were incomplete knowledge for techniques 40% of respondent has lack of fund about use of techniques and 6.67% of respondent had not interested about new technology and producer and doubt about techniques respectively. Maximum 16.67% of respondent faced problems due to technical languages in technology.

**Table 3: Influence of factors to adopt technology**

n = 30

| Sr. No. | Particulars | | |
|---|---|---|---|
| **A)** | **Factors** | **No. of Respondent** | **Percent** |
| 1. | Cost | 12 | 40.00% |
| 2. | Techniques Appropriateness | 10 | 33.33% |

| | | | |
|---|---|---|---|
| 3. | Simplicity of application | 06 | 20.00% |
| 4. | Divisibility | 06 | 20.00% |
| 5. | Relative advantage | 08 | 26.67% |

**Multiple Respondents :**

Most of the respondents were influenced by factors involved in adopting techniques such as cost (40%) , techniques appropriateness (33.33%) , Simplicity of application (20%), Divisibility(20%), relative advantage (26.67%).

Majority of respondents influenced by cost and techniques appropriateness factors while adopting while technology.

**Conclusion :**

Cost, higher standard of living, education level, relative advantage, technique appropriateness, simplicity by application divisibility are the adoptional factors responsible for adoption by selected technology among tribal women.

Therefore, the hypothesis framed for the study that the use of appropriate motivational techniques among tribals has brought positive response in technology adoption in tribal women.

**Suggestions & Recommendations :**

1) Tribal people can be made aware about new innovation through group approach & mass approach .

2) Training centers for tribals should be opened in each villages which will help to increase own knowledge.

3) Development activities & community events participation should be encouraged by leaders and extension works.

4) Various education programs should be organized to prevent superstitions through NGOs and extension workers.

5) Bilingual textbook can create a bridge between technology and tribal

community.

6) New innovation technology enhances self dependency in tribal people.

7) Tribal development studies can be a part of higher education curriculum.

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# 8

# The Rise of Artificial Intelligence (AI) is making Emotional Intelligence(EQ) more Important

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**Abstract:**

Technology is putting its step in a very rapid rate and reaches almost every sphere of human lives. Technology is changing in every single moment. What exists right now can be old or out dated after a few days. Artificial intelligence has now entered in the Education. Machine learning is growing so what type of skills are needed more is the question? The skills which are required are Self-control, Empathy, social skills etc for which we have to make our emotional Intelligence strong . So Emotioanal intelligence is need of hour because rest of things are now done by Artificial Intelligence. Thus the researcher has been so passionate about the topic. The present paper is focusing the various aspects in which artificial intelligence has brought magical turns in education but at the same time it is very important for the educators to learn about Emotional Intelligence how Emotional Intelligence play an important role in life and how rise of Artificial intelligence is making Emotional Intelligence more Important.

Key Words: Artificial Intelligence and Emotional Intelligence

Technology is moving at an incredible rapid rate and with artificial intelligence during this movement no one is completely sure what to expect next .The advent of communication tools such as smart phones, tablets and instant messaging was supposed to make it easier for us to connect share and

communicate …but but unfortunately e-communications such as text messaging , instant messaging and even mails have contributed to a decline in the quality of communication in Educational institution and workplace.

.Intelligence has changed its definition .It has been seen Human Intelligence is now a day's replaced by Artificial intelligence. Artificial Intelligence is no longer related science only. Now it has become a part of our daily routine Because of Artificial Intelligence our brain and behavior are biased to do what is easy more than to do what is right. Artificial Intelligence has also been entering into Education and Classroom.

Artificial intelligence has brought magical turns in education or we can say there are few things machines can do better than human beings

**Thinks and solve like Humans**: Artificial intelligence thinks and solve problems like human minds do. Like Humans Ai study their environment, Draw inferences and than interact accordingly

**Eliminating Dull and Boring task**: Many a times students and teachers have to finish the given task but they don't enjoy doing it but when it is through some machine they really enjoying doing the task. An artificially intelligent system will do and continue doing the task as commanded to do it, no matter how many times it has to do it.

**Memorize data and store It** : Artificial intelligent system stores multiple information about multiple entities.

Humans are very apt at reading emotional signals in other humans and even artificial agents, which raises the question of whether artificial agents need to be emotionally intelligent to ensure effective social interactions.

**Emotional Intelligence** is the capacity to recognize the emotions of oneself and others, the ability to regulate and distinguish various emotions, and guide to our thought process and behavior.

Emotional Intelligence involves two critical abilities

First, it involves the ability to recognize , understand and influence others emotions.

Emotional Intelligence focus on skills and capabilities that artificial intelligence has trouble replicating- Understanding, motivating and interacting with human beings.

Soft skills include personal attributes, personality and communication and are much harder to learn.

For example: AI may be able to diagnose complex educational problems and suggest recommendations for stated problems, But a teacher (Human ) can understand what is going on in student mind how to take counseling etc.

Some actionable steps we should feel empowered to take in age of AI

Rise of AI: In today's time it has been seen that human beings are spending more time with chat box than spouse.

AI is repeatedly replacing the functions traditionally carried out by humans.

Recognize where you stand in terms of EQ. Many factor play a role in ones EQ.

Invest in EQ learning opportunities:-In the age of AI, EQ must be incorporated into professional development efforts.

Compelling scientific evidence has already emerged citing a positive relationship between EQ and job performance.

Teachers also have a responsibility to devote resources towards EQ learning endeavors.

Integration of Emotional intelligence and Artificial intelligence is highly beneficial for improvising the success of both students and teachers and as well as educational institutions.

We can say textbooks are digitalized with the help of AI, early stage virtual tutors assist human instructors and facial analysis gauges the emotions of students to help determine who is struggling or bored and better tailor the experience to their individual needs.

Student and teacher both need to learn about programming like they learn a new language, "

After integration Chat box and mobile apps will be able to effectively recognize and respond to emotion quotient of people such as anger, frustration, and irritation thus improving the educational practices and personalizing learning experiences more and more.

EQ has been a hard skill to teach and one has not been “programmable into technology- until now.

How does society in future will cope with an AI-driven reality where people are no longer needed or used in the work place?

What happens to our socio-economic structure when people have little or no value in the work place?

What will people do for value or contribution in order to receive income, in an exponentially growing population with inversely proportional fewer jobs and available resources?
From my simple-minded perspective and connecting the dots to what seems a logical conclusion, we will soon live in a world bursting at the seams with overpopulation, where an individual has no marketable skill and is a social and economic liability to the few who own either technology or hard assets. Thus Emotional intelligence is always a rising need with the increase in Artificial Intelligence

AI is impacting privacy in major ways. If implemented responsibly AI can benefit society.

Even the most sophisticated AI technologies lack essential factors like emotional intelligence and the ability to contextualize information like human beings. This is the sole reason why AI has not succeeded in taking over a major aspect of careers and lives. Therefore infusing emotions, empathy and morality into AI is the next milestone technologist wish to accomplish, and a considerable amount of effort is being put in the process.

The two super powers of today and tomorrow.“AI and EQ must work in symbiotic relationship”. Human have devoted substantial time and efforts towards developing AI tools. Its time we wake up to the pressure AI is putting on humans to be far more emotionally intelligent. The success of our

personal and professional endeavors depends on use of emotional intelligence by humans along with artificial intelligence. Humans can design robots to be emotional intelligent. Human can go long way in terms of injecting EQ into AI technologies. Implication of AI, devoid of focus on EQ can prove disastrous.

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# 9

# Comparative Study of Techer Effectivenss of Jr. College Teachers and its correlation with Teaching Competency

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## Introduction :

Education plays a very significant role in developing an individual to his full potential by bringing out his talents and nurturing them. In imparting education, the role of teacher assumes special significance.

Teachers personality, his teaching competency and teacher effectiveness are the most important factors in the development of children and to the development of nation.

Mersel says that successful teaching is teaching that brings about effective learning.

## Teacher Effectiveness :

An effective teacher is he who has clear concept of the subject matter, ability to write clear objectives for his course, ability to organise learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations.

## Teaching Competency :

Teaching competency can influence both teaching and learning. A good competent teacher can attract more students towards learning which is

again a great task because as long as students does not enjoy their students it won't be of any importance. Teaching competency and value creation by teaching are interrelated as teaching and learning are the two sides of a coin. Teaching competency plays essential and value creating role for a teacher.

**Significance of the Study :**

Teacher effectiveness and teaching competency are the core characteristics of a teacher. These two factors exert a great dimension to the teaching profession. By acquiring teaching competencies a teacher can positively influence the students attitude towards learning. Teacher can push the student towards brighter future and can evolve their overall personality. So the researcher has done this study.

**Objectives of the Study :**

- To find out teacher effectiveness of male teachers.
- To find out teacher effectiveness of female teachers.
- To compare teacher effectiveness of male and female teachers.
- To study teaching competency of male teachers.
- To study teaching competency of female teachers.
- To find out correlation between teacher effectiveness and teaching competency.

**Hypothesis :**

There is no significant difference in the teacher effectiveness of male and female teachers.

There is positive correlation between teacher effectiveness and teaching competency of junior college teachers.

**Methodology :**

Survey method was adopted for the present study.

**Sample :**

Total 300 teachers of Jr. Colleges are selected from rural & urban area of Amravati and Nagpur district by random sampling method.

| Gender | Urban | Rural | Total |
|---|---|---|---|
| M | 75 | 75 | 150 |
| F | 75 | 75 | 150 |
| | | **Total** | **300** |

**Research Tool :**

Data required for the present study was collected by using 1) Teacher Effectivness Scale by Dr. Pramod Kumar & Dr. D. N. Mutha.

Teacher effectiveness scale consists of 69 items : These items are related to six major aspects/areas namely academic, professional, social, emotional, moral and personality.

2) Teaching competency Scale (GTCS) - B. K. Passi and Mrs. M. S. Lalitha.

There are 21 items related to teaching skills which encompass the entire teaching learning process in the classroom. They are related to five major aspect of classroom teaching namely planning, presentation, closing, evaluation and management.

**Scoring Procedure :**

**Teacher effectiveness scale :**

All the 69 items were scored as 5, 4, 3, 2 and 1 for strongly agree, agree, undecided,, disagreed and strongly disagree respectively. The total score was obtained by adding the scores given for each item in the scale. The total score varied from 69 to 345.

**Teaching competency scale :**

It is 7 point rating scale measuring the use of skill by the teacher in the classroom, corresponding to each item ranging from '1' for 'Not at all' to '7' for very much. The sum of ratings against all the 21 items constitutes the score on General teaching competency (GTC) score of the teacher being observed. The maximum score possible is 147 and minimum is 21.

**Statistical Analysis :**

The data collected was classified, tabulated, analysed and interpreted using various statistics such as mean, standard deviation, t-value, r-value etc.

**Table 1 :**

Teacher effectiveness of male teachers and female teachers.

| Teachers | Mean | S.D. | Standard Error | df. | Calculated t-Value |
|---|---|---|---|---|---|
| Male | 313.87 | 30.17 | 2.433 | 198 | 0.4148 |
| Female | 314.88 | 28.56 | | | |

Calculated t-value is 0.4148 which is less than 1.96 at 0.05 significant level.

**Table 2 -**

Teaching competency of male teachers and female teachers.

| Gender | Mean | S.D. | Standard Error | df. | Calculated t-Value |
|---|---|---|---|---|---|
| Male | 116.95 | 13.91 | 1.60 | 198 | 2.78 |
| Female | 120.46 | 8.79 | | | |

Calculated t-value is 2.78 which is more than 1.96 at 0.05 significant level.

There is significant difference in the teaching competency of male teachers and female teachers.

**Table 3 -**

Correlation between teaching competency and teacher effectiveness of teachers.

| Teacher | No. | Variables | Co-efficient of correlation r | level |
|---|---|---|---|---|
| Male | 150 | Teaching Competency | 0.5237 | 0.40 to 0.60 |
| Female | 150 | Teacher effectiveness | | |

Calculated r value is 0.5237 it shows that there is positive correlation between teaching competency and teacher effectiveness of Jr. College teachers.

**Findings :**

- Teaching competency of junior college teachers is good.
- There is no significant difference in the teacher effectiveness of male and female teachers.
- There is significant difference in the teaching competency of male and female teachers.
- There is positive correlation between teaching competency and teachers effectiveness of teachers.

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# 10

# लोकशिक्षणातून ग्रामविकास

**कु.योगिता दिगांबर गायकवाड**
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## प्रस्तावना

भारत हा खेडयांचा देश आहे. भारतातील खेडयामध्ये जवळपास ७०टक्के जनता वास्तव्यास आहे. भारताचा खऱ्या अर्थाने विकास करायचा असेल तर खेडयाचा विकास हा प्रामुख्याने महत्त्वाचा ठरतो. भारतीय खेडयाची संस्कृती, जीवन जगण्याची पद्धती असलेली दिसुन येते. ग्रामीण समाजाला विविध समस्यांना सामोरे जावे लागते आणि यामुळेच आज भारतीय ग्रामीण समाज संपूर्ण विश्वात सुपरिचित आहे. अशा प्रकारे गावाचा विकास खऱ्या अर्थाने करायचा असेल तर लोकशिक्षणाशिवाय पर्याय नाही.

ग्रामीण भारत हा खेडयाचा भारत म्हणून ओळखला जातो. येथील ६५ टक्के ग्रामीण जनता उद्याच्या आधुनिक भारताचे प्रतिनिधीत्व करणार आहेत. म्हणूनच ग्रामीण भारताचा सर्वांगीण विकास हा जागतिकीकरणाच्या स्पर्धेत कळीचा मुद्दा ठरला आहे. स्वातंत्र्यपूर्व काळात इथली खेडी स्वयंपूर्ण होती. मात्र ब्रिटीश राजवटीत खेडयांतील स्वयंपूर्णता नश होवून, भारतीय कच्चा माल स्वस्त दरात घेवून पक्यावस्तुची बाजारपेठ काबीज करण्याची कूटनिती परकियांनी अवलंबिली होती. औद्योगिक क्रांतीनंतर यांत्रिकीकरणाचा वेग वाढला. शहरीकरण वाढले. रोजी–रोटीसाठी खेडयातील लोंढे शहराकडे धावू लागले. या वाढत्या शहरीकरणाने ग्रामीण भारतात अनेक समस्या निर्माण झाल्यात. त्यातील सर्वात गंभीर समस्या म्हणजे ग्रामीण लोकसंख्येचा भारताच्या नैसर्गिक साधनसंपत्तीवर पडणारा प्रचंड ताण होय. सन २०११ मधील जणगणनेनुसार भारताची लोकसंख्या १,२१०,१९३,४२२ एवढी होती. देशातील ग्रामीण आणि शहरी लोकसंख्याचे प्रमाण अनुक्रमे ७२.२० टक्के व २७.८० टक्के इतके आहे.

ग्रामीण विकासातील दुसरी समस्या म्हणजे आर्थिक विषमता होय. सर्वात कमी उत्पन्न असणाऱ्या ८० टक्के असंघटीत क्षेत्रात सींमांत शेतकरी, अल्प भूधारक शेतकरी, कशकरी, श्रमजीवी, भूमिहीन, शेतमजुराचे प्रचंड प्रमाण आहे. १९५१ च्या जणगणनेनुसार ५३ टक्के लोकसंख्या दारीद्रय रेषेखाली राहत होती. हेच प्रमाण २००१ च्या जणगणनेनुसार आपल्या सरकारने पंचवार्षिक योजना आराखडयाच्या माध्यमातून २३ टक्के पर्यंत कमी यश मिळविले आहे.

ग्रामीण जणतेतील निरक्षरता हा भारतीय समाजाला लागलेला कलंक आहे. २००१ च्या जणगणनेनुसार ग्रामीण भागात ३५ टक्के निरक्षरता आहे. त्यात महिला निरक्षरांचे प्रमाण ६० टक्के आहे.

भारतीय ग्रामीण जनतेला मूलभूत सेवासुविधाही मिळत नाहीत, ही वस्तुस्थिती आजही जागतिकीकरणाच्या स्पर्धेत नाकारता येत नाही. स्वच्छ पिण्याचे पाणी, आरोग्य, शिक्षण, स्वच्छ पर्यावरण, सामाजीक सुरक्षितता या गोशीसह अन्न, वस्त्र, निवारा यासारख्या प्राथमिक गरजाही भागविणे दुरापास्त बनले आहे. रस्ते, विज, दळणवळनाच्या सोयी, सिंचनाच्या सोयी अशा मूलभूत सुविधांसाठी सतत संघर्ष करावा लागतो. विशेषत: अतिदुर्गम, डोंगराळ, आदिवासी भागात दुष्काळ ग्रस्त वाडया, वस्त्यावर मागासलेल्या भागात याची तिव्रता अधिक प्रकर्षाने जाणवत आहे.

अशा प्रकाराने ग्रामीण विकासाच्या मार्गातील काही अडथळे असले तरी सुध्दा आजचे जागतिकीकरणाचे आवाहन एका बाजुने समर्थपणे पेलायचे आहे तर दुसऱ्या बाजुने विचार करता ग्रामीण विकासाला मानवी चेहरा द्यायचा आहे. ग्रामीण विकास हाच सर्वांगीण प्रगतीचा शाश्वत विकासाचा मार्ग आहे, ही दुरदृशी ठेवूनच खेडी स्वयंपूर्ण, समृध्द झाली तरच या देशाला उज्ज्वल भवितव्य आहे. ग्राम स्वराज्याचे महात्मा गांधीजीचे स्वप्न होते. म्हणूनच त्यांनी देशवासियांना ‘खेडयाकडे चला’ हा मूलमंत्र दिला. त्याचे हे स्वप्न ग्रामीण भागाचा सर्वागीण समतोल विकास करून साकार करणे, ही आजची काळाची गरज आहे.

महाराश्र हे सामाजिक सुधारकांचे माहेरघर मानले जाते. १९ व्या शतकापासून महाराश्रातील समाजसुधारकांची नावे जसे **महात्मा फुले, डॉ. आंबेडकर, राश्रसंत गाडगेबाबा, तुकडोजी महाराज,आगरकर, न्यायमूर्ती रानडे** यासारख्या कित्येक समाजसुधारकांनी आपल्या कार्यांचा आणि विचारांचा ठसा समाजमनावर उमटविला आहे. युवकांना प्रभावित करणारे नेतृत्त्व म्हणजेच स्वामी विवेकानंदांची आठवण येते. या संत पुरुषांच्या तत्त्वज्ञानाचा अवलंब करीत

लोकशिक्षणातुन ग्रामविकाससाधणे आवश्यक आहे.समाज हा परिवर्तनशील असतो. विविध घटकांच्या माध्यमाने समाजातील प्रस्थापित भ्रश व्यवस्था परिवर्तित होण्यास कारणीभूत असते.

सामाजिक बदल काळाची गरज आहे. परिवर्तनाचा ध्यास बाळगून समाजाचे विकासाचे प्रश्न सोडविणे महत्त्वपूर्ण झाले आहे. सामाजिक अशांतता ही सर्वात मोठी समस्या आहे. या अशांततेला विधायक कार्याद्वारे हातभार लावणे आणि शांतता प्रस्थापित करणे महत्त्वाचे झाले आहे. शांतता राखणे हे विकासाचे द्योतक आहे. महात्मा गांधींचा आदर्श डोळ्यांपुढे ठेवून सत्य, अहिंसेच्या शिकवणुकीतूनच हे सर्व साध्य होऊ शकते. शांततेकडूनच प्रत्येकाला समृद्धीकडे यशस्वीरीत्या वाटचाल करता येऊ शकते. सुप्रसिद्ध सामाजिक कार्यकर्त्या मेधा पाटकर असे म्हणतात की, 'एका रात्रीत कधीच कुठले बदल होत नसतात. बदलाची प्रक्रिया सतत चालू असते. त्या प्रक्रियेचा भाग बनून, आशावाद ठेवून टप्प्याटप्प्याने प्रवास केला तरच अपेक्षित ठिकाणी पोहोचणे शक्य होते.' ध्येय आणि उद्दिश, आदर्श हवेतच. आदर्श विचारधारा जगण्याचे, लढण्याचे आणि ध्येय पूर्ण करण्याचे बळ देत असतात. अशाचप्रकारे ग्रामविकास ही एक प्रक्रिया असुन नियोजन करुन सामाजिक परीवर्तन घडवुन लोकशिक्षणाच्या माध्यमातुन ग्रामिण विकास साधला गेला पाहिजे. बाल शिक्षण ते प्रौढ शिक्षण,महिला व मुलींचे शिक्षण हे प्रमाण १००%करण्याचा प्रभावीपणे व्हायला पाहीजे.

**पंचायत राजची ग्रामविकासाविषयीची भूमिका**

आपल्या राज्यघटनेने लोककल्याणकारी राज्याचे तत्त्व स्विकारले आहे. गरीब असो वा श्रीमंत लोकशाही राज्य व्यवस्थेमध्ये सगळ्यांच्या मताला समान महत्त्व आहे. त्यामुळे अधिकाधिक लोककल्याणकारी योजना आणि सत्ता जिल्हा, तालुका व गाव पातळीपर्यंत पोचणे आवश्यक होते. म्हणून केंद्र सरकारने देशामध्ये त्रिस्तरीय पंचायत राज व्यवस्था आणण्याचा निर्णय घेतला.

केंद्र सरकारने १९५७ मध्ये बलवंतराय मेहता यांच्या अध्यक्षतेखाली समिती नियुक्त केली होती. गावोगावचा प्रत्येक नागरिक घटक मानून सत्तेचे विकेंद्रीकरण करावे. त्यासाठी केंद्र व राज्य सरकारच्या माध्यमातून विकास कार्यक्रम राबवावा, शासकीय योजना गाव पातळीवर नेण्याकरिता जिल्हा स्तरावर जिल्हा परिषद, तालुका स्तरावर पंचायत समिती, गाव स्तरावर ग्रामपंचायत असावी व या तीन स्थानिक स्वराज्य संस्थांच्या माध्यमातून कामकाज व्हावे, अशा शिफारशी या समितीने केल्या.

केंद्र सरकार,राश्रीय विकास परिषद, राश्रीय स्थानिक सरकार परिषद यांनी १९५८ मध्ये बळवंतराय मेहता समितीच्या शिफारशी स्वीकारल्या. तत्कालीन पंतप्रधान पंडित

जवाहरलाल नेहरु तेव्हा पंतप्रधान होते. बळवंतराय मेहता समितीच्या शिफारसीनुसार देशाने पंचायती राज त्रिस्तरीय रचनेचा स्विकार केला.

**लोकशिक्षण –** समाजातील सर्व स्तरातील लोकांना शिक्षित करुन कुटुंब ,समाज आणि वैयक्तीक विकासासाठी प्रयत्न करणे म्हणजे लोकशिक्षण होय.

**ग्रामविकास–**ग्रामविकास म्हणजे गावाचा सर्वांगीण विकास होय.गावाचा विकास करायचा असेल तर या गावगाडयात राहणा–या माणसाला समजुन घेणे आवश्यक आहे. त्यासाठी तेथे सायी सुविधा उपलब्ध होणं आवश्यक आहे. ग्रामविकास हे एका रात्रीत साकार होणारं स्वप्न नाही. त्यासाठी ग्रामस्थ, सेवाभावी संस्था, श्शासन यांनी एकत्र येणे महत्त्वाचे ठरते. ग्रामविकास हा भौतिक–सोयीसुविधांबरोबरच वैचारिक ,सामाजिक,सांस्कृतिक,श्शैक्षणिक विकासाला महत्त्व दिले पाहिजे.

“एका विशिश कार्यपध्दतीने, कार्यशैलीने प्रयत्नाने एखाद्या गावाचा विकास हा सकारात्मकतेने घडून आणणे म्हणजे ग्रामविकास होय.”

ग्रामविकासाची पाळेमुळे ही फार प्राचीण असल्यामुळे भारतात रुजू झालेली आहेत. ग्रामविकासाची खरी सृरुवात ही स्वातंत्र्यजीवन कालखंडात झालेली आहे. आज ग्रामविकासासाठी सर्वच स्तरावर विविध घटकांचा उपयोग केल्या जात आहे.

लोकशिक्षण आणि ग्रामविकास यांचा योग्य समन्वय घडून आणण्यासाठी पुढील घटकांचा उपयोग करणे आवश्यक आहे.

१) गावाची संरचना, रचना आणि व्यवस्था.

२) गावातील सरपंच, इतर ग्रामपंचायत सदस्य, अधिकारी, कर्मचारी आणि त्याची विकासाविषयीची मानसिकता व विचारसरणी.

३) गावातील लोकांचा ग्रामविकासासाठी मिळणारा प्रतिसाद.

४) गावाचा श्शैक्षणिक दर्जा.

५) गावातील व्यक्तीचा सांस्कृतिक, सामाजिक आणि धार्मिक परिस्थिती.

६) गावामध्ये अस्तित्वात असलेले राजकीय घडामोडी, संस्कृती आणि त्याचा गावातील जनमनावर असलेला परिणाम.

७) गावामध्ये आर्थिक परिस्थितीशी निगडीत असणाऱ्या शेती आणि इतर पूरक व्यवसायाची स्थिती.

८) शासन आणि प्रशासनाने गाव विकासासाठी जिल्हयामार्फत राबविलेल्या विविध योजना आणि त्याची लोकांना मिळालेली उपयोगिता.

९) गावातील तरुण पिढीचा सकारात्मक ग्रामविकासासाठी योगदान आणि लोकशिक्षणाची ओढ.

१०) ग्रामविकासासाठी भविष्यकालीन तरतूद उपाययोजना इत्यादी.

**आधुनिकीकरण आणि सामाजिक परिवर्तन यांची जोड ग्रामविकासाला अत्यावश्यक आहे –**

आर्थिक विकास आणि सामाजिक स्तररचनेचा संबंध दर्शवा. आर्थिक विकासाच्या प्रक्रियेत सामाजिक स्तररचनेत जे बदल होतात ते समाजजीवनाला कितपत अनुकूल असतात. जातिव्यवस्था आर्थिक विकासाच्या प्रक्रियेवर 'जातिभेदाच्या तत्त्वज्ञानाचे समर्थन आर्थिक विकास आणि आधुनिक समाजातील वस्तुस्थिती यांचयाशी पूर्णपणे विसंगत आहे' या विधानाची साधक बाधक चर्चा कराआर्थिक विकास आणि सामाजिक स्तरीकरण यामधील संबंधचे परीक्षण करा.भारतातील ग्रामीण स्तररचना आणि आर्थिक विकास यांचा संबंध दर्शवा. प्रत्येक समाजामध्ये असणाऱ्या लोकांमध्ये वर्ग, जाती, वर्ण इत्यादीप्रमाणे काही वर्ग तयार होतात. त्यालाच सामाजिक स्तररचना असे म्हणतात. समाजाची, प्रत्येक माणसाला जाणवणारी ही स्तररचना निरनिराळ्या वर्गातून, जातीतून आणि गटातून व्यक्त झालेली असते. या सामाजिक स्तररचनेचे परिणाम कुटुंब, धर्म, राज्य, अर्थकारण इत्यादींवरव होत असतात. सामाजिक स्तररचनेची दुसरी बाजू नैतिक स्वरुपाची असते. सामाजिक स्तररचनेला जसे काही सामाजिक, राजकीय, धार्मिक घटक जबाबदार असतात तसेच आर्थिक घटक देखील तितकेच जबाबदार आहेत आणि याच ठिकाणी आर्थिक विकास व सामाजिक स्तररचना यांचा संबंधदर्शविता येतो.

**लोकशिक्षणातुन ग्रामविकासासाठी सुचविलेले उपाय खालीलप्रमाणे आहेत –**

१. ग्रामीण भागात उत्तम श्शैक्षणिक सुविधा पुरविणे

२. ग्रामीण भागातील बालक ते जेष्ठांसाठी आरोग्य तपासणी शिबीर,महिलांसाठी विशेष तपासण्या आणि तरुणांसाठी ,प्रौढांसाठी रक्तदान,आराग्यविमा शिबिर सारखे विविध उपक्रम राबविणे.

३. होतकरु,उत्साही आणि गरजु तरुणांना नोकरी किंवा उद्योग क्षेत्रात आवश्यक कौशल्ये आत्मसात करण्याची आजची गरज आहे. पंतप्रधान कौशल्य विकास योजनेअंतर्गत विविध क्षेत्रातील कौशल्य प्रशिक्षण व करीयर संदर्भात संवाद साधणे तसेच श्शेतीपुरक व्यवसायात येणारे लघु उद्योगाबाबत युवकांना प्रोत्ससाहित करणे.

४. श्शेतीपुरक व्यवसायांना सक्षम करण्याच्या दृशीने ग्रामस्थांसाठी श्शेती तज्ज्ञांच्या मार्फत श्शेतक–यांशी संवाद साधुन पशुसंवर्धन,दुग्धव्यवसाय विकास ,कुक्कुतपालन ,शेळीपालन, वराहपालन व मत्स्यव्यवसाय सारखे विविध उपक्रम, त्यांच्या उत्पादन व विपणनासाठी कार्यक्रम राबविण्यासाठी मार्गदर्शन करणे.

५. महिला, युवक,युवती,विद्यार्थी,पालक, श्शेतकरी ग्रामस्थ, ज्येष्ठ नागरिक, या सर्वांच्या सर्वांगीण विकासाच्या दृशिने विविध सामाजिक,श्शैक्षणिक , आरोग्य,शेती,कायदेविषयक,अर्थविषयक,शासकिय योजना ,सुविधा, उद्योग,आणि रोजगार या विषयावर प्रशिक्षण, शिबिरे आणि प्रबोधनरुपी कार्यक्रम आयोजित करणे.

६. गावातील ज्येष्ठ नागरिकांसाठी वाचनालय,विरंगुळा केंद्र, त्यांना योजनांचा लाभ देणे या माध्यमातुन ज्येष्ठांना सहकार्य करणे.

७. महिलांना सुरक्षा व संरक्षण देण्यासाठी महिला सक्षमीकरणासारखे उपक्रम राबविणे गरजेचे आहे. बचत गट प्रशिक्षण,स्त्री प्रश्न जागृती,कुटुंब संगोपन,शारीरिक मानसिक आरोग्य सारखे उपक्रम राबविणे.

८. साहित्य ,कला,क्रिडा, संस्कृती,मनोरंजन यांना प्रोत्साहन देण्यासाठी व ग्रामस्थांना संघटित करणारे उपक्रम राबविणे.

९. स्वच्छ सुंदर ,हरीतग्राम निर्मितीसाठी स्वच्छता अभियान मोहिम,पर्यावरणपुरक उपक्रम राबविणे व याविषयी ग्रामस्थांमध्ये जनजागृती करणे. हागणदारीमुक्त खेडे,शौचालय बांधणी प्रकल्प,वृक्षारोपण,सांडपाणी व्यवस्थापन असे विविधांगी प्रशिक्षण ग्रामस्थांना देऊन स्वच्छ ग्राम स्वच्छ भारत ही संकल्पना बळकट करणे.

१०.रस्ते, वीज आणि पाणी या प्रमुख सुविधा गावात योग्य प्रकारे चालु असल्यास गावाच्या विकासाला चालना मिळते.रस्ते बांधणी प्रकल्प,अखंडीत वीज पुरवठा,पाणी अडवा पाणी जिरवा सारखे प्रकल्प सरकारच्या माध्यमातुन गावात राबविण्यासाठी ग्रामस्थांना याविषयीचे शिक्षण देणे महत्त्वाचे ठरते.

११.समाज म्हटलं की सामाजिक, कौटुंबिक ताणतणावही आलेच. व्यसनमुक्ती ,जात पंचायत,हुंडाबंदी,अंधश्रध्दा ,दारु व गुटखा निर्मुलनासारखे उपक्रम हाती घेऊन सामाजिक समस्या निराकरण करण्यासाठी लोकशिक्षण देणे आवश्यक आहे.

१२.भूकंप, दुष्काळ ,पुर,वादळ यासारख्या नैसर्गिक आपत्तीच्या वेळी संरक्षणात्मक धडे ग्रामस्थांना देण्यासाठी विविध अशा प्रात्यक्षिक प्रशिक्षणाचे आयोजन केले जावे.

१३.गावातील अनिश प्रथा, चालीरीती रोखण्यासाठी प्रयत्न करणे, प्रबोधनात्मक कार्यक्रम घेणे. वैयक्तिक समारंभ, कार्यक्रम , उत्सव यात ध्वनिक्षेपकाचा नियमानुसार व मर्यादित वापर, वरातीमधील गैरप्रकारांना प्रतिबंध करणे, वैयक्तिक समारंभातील अनिश प्रथा नश करणे.

१४.गावातील स्त्री–पुरुष प्रमाण (जन्मदर) सुधारणे, बालकामगार व बालगुन्हेगारी रोखून त्यांच्या पुनर्वसनाचा प्रयत्न करणे, विधवा, परित्यक्ता व निराधार महिलांच्या सुरक्षिततेसाठी प्रयत्न करणे, रस्ता सुरक्षेबद्दल उपाययोजना व प्रबोधन करणे, वनसंवर्धन व वनसंरक्षण याबाबत उपाययोजना करणे, गावाला व समितीला राबवावे असे वाटणारे इतर उपक्रम राबवावेत.

## समारोप

पंचायत राज व्यवस्थेतील त्रिस्तरीय रचनेच्या माध्यमातुन ग्रामविकासाला गती मिळाली आहे. जिल्हा परिषद,पंचायत समिती ,ग्रामपंचायत स्तरावर ग्रामविकासाठी वयक्तिक व सामुहिक लाभाच्या विविध योजना केंद्र व राज्यशासन स्तरावर राबविल्या जात आहे. या योजना यशस्वीपणे राबविण्यासाठी प्रशासनासोबत गावातील ग्रामस्थांचा सहभाग महत्त्वपुर्ण ठरतो. यासाठी ग्रामस्थ सक्रीय असणे आवश्यक आहे. म्हणुन ग्रामविकासाच्या दृशीने लोकशिक्षणाकडे लक्ष देणे आज काळाची गरज आहे. ग्रामस्तरावर विकाससंबंधित विविध घटकांसंबंधित शिक्षण देऊन जनजागृती करण्यात आली तरच ग्रामविकास साधता येईल. वरील सुचविलेल्या उपायांची अमलबजावणी ग्रामपंचायत स्तरावर केल्यास लोकशिक्षणातुन ग्रामविकास सहजपणे साधता येईल.

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# गुणवत्तापूर्ण शिक्षणाकरीता – शिक्षकांचा विकास शिक्षक प्रशिक्षण, व्यवसायिक निती, नेतृत्वगुण आणि शिक्षण व्यवसायातील व्यवस्थापन समस्या

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## राष्टोय शैक्षणिक धोरण–2019

शिक्षक हे विद्यार्थ्याचे भविष्य घडवित असतात तसेच आपल्या देशाचे भवितव्य घडवित असतात. शिक्षकांमुळे आपल्या मुलांमध्ये ज्ञान, समानुभूती, रचनात्मकता, नैतिकमुल्य, जीवनकौशल्य आणि सामाजिक जबाबदारीचा विकास होतो. तशाप्रकारे शिक्षक शिक्षणप्रणालीचे केंद्र आहे आणि एक प्रगतीशिल, न्यायी, शिक्षित आणि संपन्न समाजाला अग्रेसर करण्याकरीता एक आवश्यक माध्यम आहे.

परंतू वर्तमानकाळात शिक्षकांचा स्तर घसरलेला आहे, हे दुर्भाग्यपूर्ण आहे. शिक्षकांचे शिक्षण (शिक्षा), भर्ती, पदस्थापन, सेवाची परिस्थिती आणि शिक्षकांचे अधिकार स्थिती निम्नस्तरावर आहे. परिणामतः शिक्षकाची गुणवत्ता आणि उत्साह चिंताजनक स्थिती आहे. समाजातील शिक्षकांचा उच्च दर्जा आणि त्याप्रती आदर आणि शिक्षकाप्रती सन्मानयुक्त भाव याला पुर्नजिवित करणे आवश्यक आहे. ज्यामुळे देशातील सर्वश्रेष्ठ लोक या शिक्षकी पदामध्ये येण्याकरीता प्रेरणादायी ठरेल. तसेच शिक्षणाचा उच्च स्तर प्राप्त करणे आवश्यक आहे. ज्यामुळे आपल्या विद्यार्थ्यांना तसेच आपल्या देशाला उत्कृष्ठ भविष्य प्राप्त होईल.

## एन.ई.पी.–2019 (National Education Policy) चा उद्देश

शाळेतील शिक्षणप्रणाली स्तरावरील सर्व विद्यार्थ्यांना शिक्षण उत्साहित, प्रेरित, उच्च योग्यतेचे, प्रशिक्षित आणि परिपूर्ण शिक्षकाद्वारे होणे.

## राष्टोय शिक्षा निती – 2019

एक भारत केंद्रित शिक्षाप्रणालीची कल्पना करीत आहे. जी सर्वांना उच्च गुणवत्तेची शिक्षा (शिक्षा) प्रदान करून आपल्या राश्नाला एक न्यायसंगत आणि जिवंतज्ञान समाजामध्ये सतत परिवर्तन, बदल करण्याचे योगदान देत आहे. ही उभरती ज्ञान अर्थव्यवस्था आणि सामाजिक, आर्थिक बदल आणि एक न्यायसंगत आणि संवेदनशिल समाजाच्या निर्माणाकरीता सर्वात अधिक महत्वपुर्ण आहे.

## विद्यार्थ्यांचा समग्र विकास

सर्व अवस्थांमध्ये शिक्षाक्रम आणि शिक्षणशास्त्रात जी सुधारणा करण्यात आली त्याचा मुळ उद्देश हा आहे की, शिक्षण व्यवस्थेला पुर्नगठीत करण्यात यावे. विद्यार्थ्यांना घोकमपट्टी करण्यास न सांगता त्यांना शिकविले कसे जाईल यासाठी सक्षम केले पाहिजे.

उद्देश हा आहे की, आजचा विद्यार्थी 21 व्या शतकातील आहे. अशावेळी विद्यार्थ्यांत हरहुन्नरी, कौशल्य, ज्ञान आणि मूल्य विकसित केले जातील आणि त्याचबरोबर ते एक समग्र आणि पूर्ण व्यक्तीच्या स्वरूपात विकसित होईल. हा उद्देश पूर्ण करण्याकरीता शिक्षाक्रम आणि शिक्षणशास्त्राला पुर्ण स्वरूपात बदलून आणि पुर्नगठीत केले जाईल.

## शिक्षकांचा गुणवत्ता विकास

भारत आणि जगातील शोध यांच्या अनुभवावरून असे लक्षात येते की, शिक्षक शिक्षा (शिक्षण), शाळेतील संसाधन आणि शाळेतील संस्कृतीमध्ये काही मुख्य विशेषतः असते. ज्यामुळे उत्कृष्ठ शिक्षक आणि शिक्षण सुनिश्चित केले जाते.

1) शिक्षक हा जोशपूर्ण, प्रेरित आणि आपल्या विषयाबद्दल, शिक्षणशास्त्र तसेच प्रात्यक्षिकात विद्वान व परिपूर्ण असला पाहीजे.

2) शिक्षक ज्या विद्यार्थ्यांना शिकवितात त्याबद्दल विद्यार्थ्यांना समजून घेणे व विद्यार्थ्यांच्या समुहाबद्दल त्यांच्या मनात आपुलकी, सहानुभूती असणे आवश्यक आहे.

3) शिक्षकाला स्वतः विद्यार्थ्यांसमोर सादर करीत असतांना शिक्षकांचा सन्मान, सहयोग आणि त्यांना महत्व दिले पाहिजे. उल्हासित आणि आनंदीत शिक्षकांना विद्यार्थ्यांसाठी उत्कृष्ठ शिक्षण घेणे शिकण्यास प्रेरित करू शकतात.

4) शिक्षक आणि त्याच्या शाळेतील, शाळेचा परिसर आणि वर्गावर्गामध्ये प्रभावी शिक्षणाकरीता, अध्यापनाकरीता भौतिक सुविधा असणे आवश्यक आहे.

5) शिक्षकांना त्यांची शिक्षण गतिशिलता यांच्या व्यतिरिक्त त्याची विशेषतः यांच्याशिवाय वेगवेगळ्या विषयाचे ओझे त्यांच्यावर टाकू नये.

6) शिक्षकांना त्यांच्या विद्यार्थ्यांनुसार शिक्षणात नविन–नविन पद्धतीचा उपयोग करणे अनिवार्य आहे.

7) ज्या शाळेत शिक्षक काम करतात. तेथे संवेदनशिलता, सहयोगाची भावना आणि समावेशित संस्कृती असली पाहिजे. त्यांची उत्कृशता, जिज्ञासा, समानुभूती आणि समतेला प्रोत्साहीत करते. शाळा संस्कृतीचा विकास शाळा व्यवस्थापन समितीला सोबत घेवून कार्य केले पाहिजे. मुख्याध्यापकाच्या नेतृत्वाखाली शिक्षकांची टीम आणि कॉम्प्लेक्सचे दुसऱ्या शाळेच्या टीमच्या सोबत सलोख्याचे संबंध ठेवून शाळेचे प्रबंधन करतील.

**व्यवस्थापन**

शालेय कॉम्प्लेक्सच्या गठीत परस्पर सहभाग आणि सहयोगात सुनिश्चित केल्या जाते. प्रत्येक शाळेचे प्रशासन तसेच विचारशील प्रबंधन सुगम केल्या जाईल.

शाळा कॉम्ल्पेक्समध्ये विविधता राहील. प्रशासकीय सुविधा आणि शिक्षक/मुख्याध्यापकासाठी एक सहयोगी व्यवस्थेला सुनिश्चित केल्या जाईल. राज्यसरकार 2023 पर्यंत स्कूल कॉम्प्लेक्सच्या स्वरूपात गठीत करून प्रक्रिया पूर्ण करण्यात येईल. याचा महत्वाचा उद्देश म्हणजे मुळभाव, ज्यामुळे केंद्रात विद्यार्थ्यांचा स्तर सुधारेल या हेतूने शिक्षक आणि मुख्याध्यापकासाठी एक–एक सहयोगी व्यवस्था निर्माण करण्यात येईल.

**शिक्षकांचा व्यवसायिक विकास**

शाळा कॉम्प्लेक्सची मुख्य जबाबदारी शिक्षकाची आहे. एक व्यापक शिक्षक विकास योजना (टीडीपी) विकसित केल्या जाईल. ज्यात शिक्षकाचा विकासासाठी विविध प्रकाराचा उपयोग केल्या जाईल.

काम्प्लेक्सचे सर्व शिक्षक एकमेकांना मदत करतील त्याच्या एक समुदाय निर्माण होईल. शिक्षक सोबतच्या शिक्षकांसोबत (Participative Communities of Peer Support and Learning) राहतील. शिक्षकांना इतर संसाधनांचा वापर करणे आवश्यक आहे. या उद्देशाने SCERT – State Council of Educational Research and Training विशेष कार्यक्रम तयार करतील.

शालेय परिसराचे नेतृत्व स्कूल कॉम्प्लेक्सचे प्रमुख मुख्याध्यापक राहतील. प्रशासकीय वित्तीय अधिकार राहतील. यात DSE – Directorate of School Education, DEO – District Education Office आणि BEO- Block Education Officers चा पर्याप्त सहयोग मिळेल. तसेच सोबतच प्रशासकीय सहकार्य मिळेल. तसेच प्रशासकीय, वित आणि लेखनकार्यासाठी उपयुक्त संख्या व कर्मचारी उपलब्ध शिक्षक अपेक्षित परिवर्तन

(बदलाव) नेतृत्व करतील आणि शिक्षण व्यवस्थेत परिवर्तनाकरीता सहाय्यक राहतील. कोणत्या मुद्यावर कठीणाई जाणवली तर लगेचच कृती करावी लागेल. केंद्र आणि सर्व सरकारमध्ये एक वरीष्ठ विभागीय अधिकारी जो संयुक्त सचिवाच्या दर्जाच्या खाली न राहता तो शिक्षकांच्या मुद्याला संबोधित करतील आणि हे ही सुनिश्चित करतील की, शिक्षक सुलभपणे काम करतील. शिक्षक RSA (राष्ट्रीय शिक्षा आयोग) समकक्ष राज्य संस्थांमध्ये आपली तक्रारीला पुढे सरकवू शकतील. याचा उद्देश हा की, शिक्षक, शिक्षक अध्यापक आणि सारे उच्च शिक्षणाचे शिक्षक – ज्याचे कार्य गुणवत्तापुर्ण शिक्षणाचे केंद्र आहे आणि त्याच्यात कधी अडचणी निर्माण होवू नये आणि त्यात नेहमी नवाचार आणि वृद्धी होत राहावी.

समाजामध्ये विश्वविद्यालयाला विशिश दर्जा देणे, डिग्री प्राप्त करणे, नविणीकरण आणि विकास, विशिष्ट सामाजिक प्रेरणा आणि स्विकार्यता याचा समावेश राहील. त्यासाठी भारताचे राष्ट्रपती, राज्याचे राज्यपाल HIE चे कुलगुरू च्या स्वरूपात स्थापित मान्य करतील.

**शिक्षण व्यवसायातील समस्या :**

- शाळा/कॉलेजमध्ये विद्यार्थ्यांची उपस्थिती
- शिक्षणात मागे राहिलेल्या विद्यार्थ्यांवर लक्ष.
- शाळाबाहेरच्या विद्यार्थ्यांवर सतत देखरेख
- विद्यार्थ्यांच्या स्वास्थ्यावर लक्ष.
- शिक्षण संस्थेमध्ये भौतिक सुविधांचा अभाव.
- शिक्षक पदभर्तीचा अभाव.
- भाषेचा अभाव (भाषेतील विविधता)

**सारांश :**

**एन.ई.पी.–2019** (National Education Policy) **चा उद्देश**

शाळेतील शिक्षणप्रणाली स्तरावरील सर्व विद्यार्थ्यांना शिक्षण उत्साहित, प्रेरित, उच्च योग्यतेचे, प्रशिक्षित आणि परिपूर्ण शिक्षकाद्वारे होणे. समाजातील शिक्षकांचा उच्च दर्जा आणि त्याप्रती आदर आणि शिक्षकाप्रती सन्मानयुक्त भाव याला पुर्नजिवित करणे आवश्यक आहे. ज्यामुळे देशातील सर्वश्रेष्ठ लोक या शिक्षकी पदामध्ये येण्याकरीता प्रेरणादायी ठरेल.

तसेच शिक्षणाचा उच्च स्तर प्राप्त करणे आवश्यक आहे. ज्यामुळे आपल्या विद्यार्थ्यांना तसेच आपल्या देशाला उत्कृष्ठ भविष्य प्राप्त होईल.

शिक्षण हे एक राष्ट्रीय लक्ष्य आहे. हे असे उत्प्रेरक साधन आहे की, ज्यामुळे देशातील मुले आणि युवकांचे भविष्य रूपांतरीत होऊ शकते. राष्ट्रीय श्शैक्षणिक धोरण – 2019 मध्ये शिक्षाप्रणालीचे रूपांतरण सुगम बनविण्याचा प्रयत्न केलेला आहे. राष्ट्रीय विकासाला सुविधाजनक बनविण्याचा प्रयत्न केलेला आहे. राष्ट्रीय शिक्षा निती – 2019 भारतीय लोक आणि त्यांची परंपरा, संस्कृती आणि भाषेची विविधता ध्यानात ठेवून होणारे परिवर्तन ज्ञानावर आधारित समाजाची आवश्यकता संबोधित करणे आणि शिक्षाप्रणालीचे रूपांतरण आणि त्यात जीवंतपणा आणण्याची रूपरेखा प्रदान केलेली आहे. देश आणि जगाच्या भल्यासाठी आपल्या देशात समृद्ध प्रतिभा आणि संसाधनांना विकसित केल्या जाईल. गुणवत्ता आणि समतेच्या विचारांवर स्थापित शिक्षा प्रणालीच्या स्थायी विकासासाठी अति महत्व दिल्या जाईल. ही उभरती ज्ञान अर्थव्यवस्था आणि समाज, सामाजिक व आर्थिक परिवर्तन आणि एक निःष्पक्ष, न्यायसंगत आणि संवेदनशिल समाजाच्या निर्माणाकरीता सर्वात जास्त महत्वपुर्ण आहे.

## संदर्भसूची


- प्रारूप (650 पेज), राष्ट्रीय श्शैक्षणिक धोरण – 2019, वेबसाईट
- युट्यूब व्हिडीओज

# 12

# पर्यावरण विषय प्रशिक्षणाचा उच्च माध्यमिक शाळांमधील विद्यार्थ्यांवरील परिणामांचा सर्वेक्षणात्मक अभ्यास.

**संशोधक . विनोद वाघमारे**
पीएच.डीसंशोधक- .

**मार्गदर्शक डॉ. अमोल मांडेकर**
सहाय्यक प्राध्यापक;शिक्षणशास्त्र विभाग
क का. संणविश्वविद्यालयए रामटेक

**प्रस्तावना —** पर्यावरण म्हणजे परि व आवरण.परि म्हणजे सर्व तर आवरण म्हणजे परिवेश. अर्थात पृथ्वीवरील सर्व सजीव निर्जीव भौतिकी परिसर या सर्वंच समावेश असलेली संकल्पना म्हणजे पर्यावरण. मानव या पर्यावरणातील महत्वपूर्ण घटक होय .या घटकामुळे पर्यावरणात फार अमुलाग्र बदल झालेला आहे. आज पर्यावरणातील बहुतांश समस्येकारिता मानव जबाबदार घटक आहे. आज पर्यावरणात प्रदुषण ,तापमान वाढ यासारख्या अनेक समस्या देश नवे तर जागतिक पातळीवर उद्धभवलेल्या त्या सोडविण्याची नितांत गरज आहे.

**महत्व —** पर्यावरणात सर्व जैविक व भौतिकी वस्तूंचा समावेश होतो. मानव या पर्यावरणात जन्म घेतो व मृत्यु पश्चात याच पर्यावरणात विलीन होतो. मानवाने आपल्या बुद्धिमत्तेने पर्यावरणाला आपल्या अनुरूप वापर करण्यात यश मिळवलेले आहे ,असे असले तरी आज अनेक समस्यांची उत्पत्ती मानवाने निर्माण केलेली आहे. जर वेळीच मानवाने पर्यावरण संवर्धनाकडे लक्ष दिले नाही तर मानव प्राणी या पर्यावरणात नश झाल्याशिवाय राहणार नाही. पर्यावरणामुळे मानव अस्तित्वात आहे .मानव प्राण्यांचे अस्तित्व टिकविण्याच्या दृशीने पर्यावरण संवर्धन करण्याचे महत्त्व भारतानेच नव्हे तर जगाने ओळखून त्या संवर्धनाकडे वाटचाल केल्याचे दिसून येते . पर्यावरण संवर्धनाच्या याबातीत शिक्षणासारखे दुसरे सशक्त माध्यम नाही या सर्वांचा सांगोपांग विचार करून अलीकडच्या काळात शालेय अभ्यासक्रमात पर्यावरण विषयाचा समावेश करण्यात आलेला आहे.

**आवश्यकता** — पर्यावरण संवर्धानाकरिता महत्वाची बाब म्हणजे त्या बाबत गरज व जागृती. कोणत्याही देशाचा विकास हा तेथील शिक्षणावर अवलंबून असतो .आजचे विद्यार्थी म्हणजे भावी नागरिक त्या करिता शाळांसारखे माध्यमातून विद्यार्थ्यांना पर्यावरण संवर्धनाचे धडे दिल्यास देशाला

फार मोठा हातभार लागेल . तरुणपिढी जेवढी सक्रीय व क्रियाशील असेल तेवढ्याच गतीने राष्ट्र उन्नती गतीने होते. उच्च माध्यमिक गटातील विद्यार्थी हे तरुण पिढीचे प्रतिनिधित्व करतात त्यांना पर्यावरण संवर्धनाचे धडे देणे गरजेचे आहे. त्यांच्यात पर्यावरणाचे महत्त्व ,पर्यावरण संवर्धनाची शिकवण रुजली किंवा नाही हे देशासाठी महत्त्वाचे ठरते.पर्यावरण विषयाचे पुस्तकीच शिक्षण नसावे तर त्या बाबत प्रत्यक्ष कृती काय? संवर्धनात प्रत्यक्ष सहभाग काय? सहभागाचे प्रमाण किती? याबाबत अध्ययन करणे गरजेचे आहे. म्हणून सदर संशोधन संशोधकाने हाती घेतले आहे.

**उद्दिशे** १)नागपूर शहरातील उच्च माध्यमिक शाळांमधील विद्यार्थ्यांचे पर्यावरण विषय प्रशिक्षणाबाबतीत मतांचा सर्वेक्षणात्मक अभ्यास करणे.

२) नागपूर शहरातील उच्च माध्यमिक शाळांमधील विद्यार्थ्यांचे पर्यावरण विषय प्रशिक्षणाचा पर्यावरण विषय अध्ययनावरील परिणामांचा सर्वेक्षणात्मक अभ्यास करणे.

**परिकल्पना** १)नागपूर शहरातील उच्च माध्यमिक शाळांमधील विद्यार्थ्यांचे पर्यावरण विषय प्रशिक्षणाबाबतीत मतांचा सार्थक संबंध नाही.

२) नागपूर शहरातील उच्च माध्यमिक शाळांमधील विद्यार्थ्यांचे पर्यावरण विषय प्रशिक्षणाचा पर्यावरण विषय अध्ययनावरील परिणामांचा सार्थक संबंध नाही.

**व्याप्ती** : सदर संशोधनात नागपूर शहरातील सर्व शासकीय,स्थानिक स्वराज्य संस्था, अनुदानित व विना अनुदानित खाजगी उच्च माध्यमिक शाळांमधील सर्व मुले व मुली यांचा समावेश करण्यात आलेला आहे.

**मर्यादा** : सदर संशोधन फक्त नागपूर शहरापुरतेच मर्यादित करण्यात आलेले आहे.सदर संशोधन फक्त उच्च माध्यमिक शाळांमधील विद्यार्थ्यापुरतेच मर्यादित करण्यात आलेले आहे.

**पद्धती** : सदर संशोधनासाठी सर्वेक्षणात्मक पद्धती मधील शालेय सर्वेक्षण पद्धतीचा वापर करण्यात आलेला आहे.

**जनसंख्या व न्यादर्श :** सदर संशोधनात नागपूर शहरातील सर्व शासकीय,स्थानिक स्वराज्य संस्था, अनुदानित व विना अनुदानित खाजगी उच्च माध्यमिक शाळांमधील सर्व मुले मुली यांचा जनसंख्या म्हणून समावेश करण्यात आलेला आहे.सदर जनसंख्येमधून यादृच्छिक निवड पद्धतीने १० शहरी शाळांची निवड करून त्या शाळांमधून यादृच्छिक निवड पद्धतीने प्रत्येकी २०विद्यार्थी प्रमाणे एकूण २०० विद्यार्थ्यांचा न्यादर्शात समावेश करण्यात आलेला आहे.

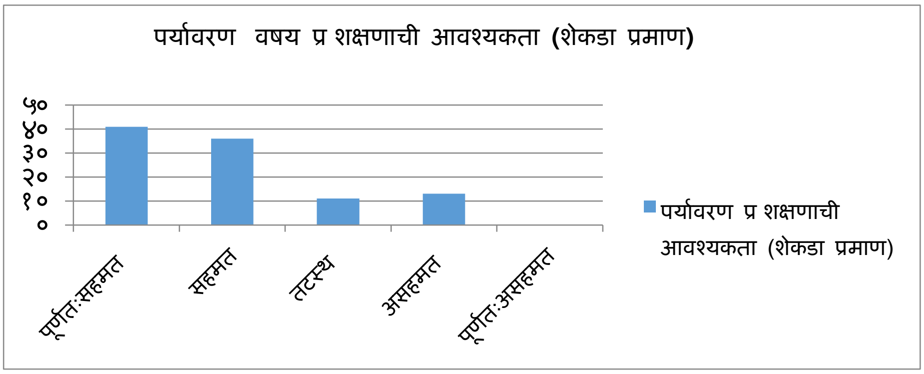
**साधने :** सदर संशोधनासाठी संशोधक निर्मित प्रश्नावली तयार करून ती चाचणी प्रमाणित करण्यात आली. ती प्रश्नावली विद्यार्थ्यांकडून सोडवून घेण्यात आले आहे.

**परिकल्पनेची पडताळणी :** विद्यार्थ्यांकडून सोडवून घेण्यात आलेल्या प्रश्नावलीत प्राप्त प्रतिसादांचे सारणी, कोशकीकरण करून शेकडेवारीने पुढील प्रमाणे सांख्यिकीय विश्लेषण पुढील प्रमाणे करण्यात आले आहे.

| अ. क्र. | विधान | पूर्णत: सहमत | | सहमत | | तटस्थ | | असहमत | | पूर्णत:अ सहमत | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | प्रतिसाद | शे.प्र. | प्रतिसाद | शे.प्र. | प्रतिसाद | शे.प्र. | प्रतिसाद | शे.प्र. | प्रतिसाद | शे.प्र. |
| १ | पर्यावरण विषय प्रशिक्षणातसंपूर्ण माहिती मिळाली . | ८८ | ४४ | ६४ | ३२ | ३२ | १६ | १६ | ८ | — | — |

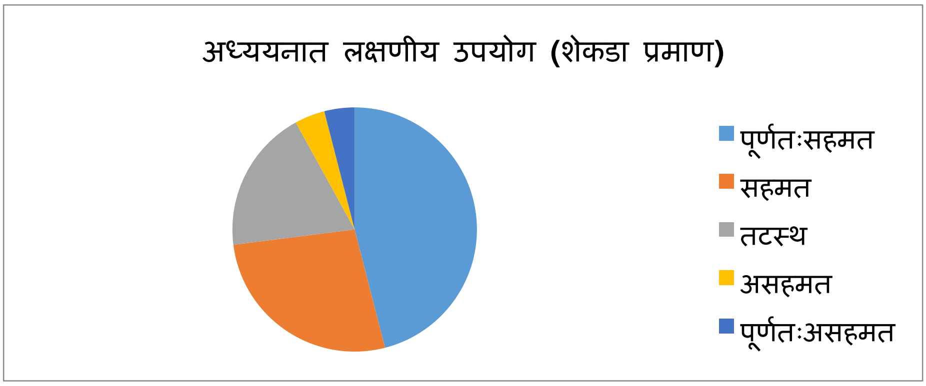
नागपूर शहरातील उच्च माध्यमिक शाळांमधील पर्यावरण विषय प्रशिक्षणात संपूर्ण माहिती मिळाल्याबाबत ४४% विद्यार्थांनी पूर्णत: सहमतबाबत मत नोंदवल्याचे दिसून आले,तर ३२% विद्यार्थांनी सहमत मत नोंदवले. विद्यार्थांनी तटस्थ मत नोंदवल्याचे दिसून आले,१६% तर *८ विद्यार्थांनी असहमत मत नोंदवले.यामागे पर्यावरण विषय आवड असल्याचे कारण असू शकते.

| अ. क्र. | विधान | पूर्णत: सहमत | | सहमत | | तटस्थ | | असहमत | | पूर्णत: असहमत | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | प्रति साद | शे.प्र. | प्रति साद | शे.प्र. | प्रति साद | शे.प्र | प्रति साद | शे.प्र. | प्रति साद | शे.प्र. |
| २ | पर्यावरण विषय प्रशिक्षणाची आवश्यकता वाटते. | ८२ | ४१ | ७२ | ३६ | २२ | ११ | २४ | १२ | - | - |



नागपूर शहरातील उच्च माध्यमिक शाळांमधील पर्यावरण विषय प्रशिक्षणाची आवश्यकता बाबत ४१ः विद्यार्थांनी पूर्णतः सहमतबाबत मत नोंदवल्याचे दिसून आले,तर ३६ः विद्यार्थांनी सहमत मत नोंदवले. ११ः विद्यार्थांनी तटस्थ मत नोंदवल्याचे दिसून आले,तर १२ः विद्यार्थांनी असहमत मत नोंदवले.यामागे पर्यावरण विषय आवड असल्याचे कारण असू शकते.

| अ. .क्र | विधान | पूर्णतः सहमत | | सहमत | | तटस्थ | | असहमत | | पूर्णतः असहमत | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | प्रति साद | शे.प्र. | प्रति साद | शेप्र. . | प्रतिसाद | शे. .प्र | प्रति साद | शे. .प्र | प्रति साद | शे.प्र. |
| ३ | पर्यावरण विषय प्रशिक्षणाचा पर्यावरण विषय अध्ययनात लक्षणीय उपयोग झाला. | ९२ | ४६ | ५४ | २७ | ३८ | १९ | ८ | ४ | ८ | ४ |




नागपूर शहरातील उच्च माध्यमिक शाळांमधील पर्यावरण विषय प्रशिक्षणामुळे अध्ययनात लक्षणीय उपयोग झाल्याचे ४६ः विद्यार्थांनी पूर्णतः सहमतबाबत मत नोंदवल्याचे दिसून आले,तर २७ः विद्यार्थांनी सहमत मत नोंदवले. १९ः विद्यार्थांनी तटस्थ मत नोंदवल्याचे दिसून आले,तर ४ः विद्यार्थांनी असहमत मत नोंदवले.४ः विद्यार्थी पूर्णतःअसहमत असल्याचे दिसून आले दृ

● निष्कर्ष रू१) नागपूर शहरातील उच्च माध्यमिक शाळांमधील विद्यार्थांना पर्यावरण विषय प्रशिक्षणातून संपूर्ण माहिती मिळालेली आहे.

२) नागपूर शहरातील उच्च माध्यमिक शाळांमधील विद्यार्थांचे पर्यावरण विषय प्रशिक्षणाची आवश्यकता वाटते.

३) नागपूर शहरातील उच्च माध्यमिक शाळांमधील विद्यार्थांचे पर्यावरण विषय प्रशिक्षणामुळे अध्ययनावर लक्षणीय उपयोग झालेला आहे.

4)नागपूर शहरातील उच्च माध्यमिक शाळांमधील विद्यार्थ्यांना पर्यावरण विषयात आवड आहे.

सूचना / शिफारशी रू १) उच्च माध्यमिक शाळांमधील विद्यार्थांना पर्यावरण विषयाबाबत अधिक उपक्रमाचे आयोजन करण्याची आवश्यकता आहे.

२) उच्च माध्यमिक शाळांमधील विद्यार्थांचे पर्यावरण संवर्धन उपक्रम आयोजित करावे

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# भारतीय उच्च शिक्षा का बदलता परिदृश्य चुनौतियां एवं समाधान एक विश्लेषण

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**सारांश:**

भारत में आजादी के बाद जिस तीव्र गति से उच्च शिक्षा का विस्तार किया गया उतनी तीव्र गति से उच्च शिक्षा की गुणवत्ता का स्तर भी गिरता नज़र आता है | उच्च शिक्षा के लिए सबसे अधिक महत्व गुणवत्ता का है ,लेकिन हमने गुणवत्ता सुधार को सदा ही द्वितीय प्राथमिकता प्रदान की है | उच्च शिक्षा में गुणवत्ता कायम रखने में हमारे सामने बहोत चुनौतिया खड़ी है | जिस प्रकार शिक्षा के विस्तार को बहुत महत्त्व दिया गया है ,जिसके कारण गुणवत्ता के सुधार के लिए उपलब्ध संसाधन कम पड़ जाते हैं | एक ओर हम आर्थिक महासत्ता का सपना देखते है ,लेकिन उसको बनाने में उच्च शिक्षा में शोध एवं विकास में कुल सकल घरेलु उत्पाद का मात्र एक प्रतिशत भी खर्च नहीं करते | भूमंडलीकरण की नीतियां हमारी उच्च शिक्षा पर हावी होने लगी है ,जहां शिक्षा को भी बाजारू बना दिया है | हमारा राष्ट्र निजीकृत उच्च शिक्षा प्रदान करने वाला बन चुका है ,जहां कुल उच्च शिक्षा संस्थानों में से ६४ प्रतिशत संस्थान निजी हाथों में है | इनके पास न तो पर्याप्त संसाधन है और नाही योग्य शिक्षक जिसके कारण शिक्षा की गुणवत्ता में कमी आती है | राष्ट्रीय मुल्यांकन एवं प्रत्यायन परिषद ने भी अपनी रिपोर्ट में साफ कहां है कि देश के बहोत सारे विश्वविद्यालयों तथा महाविद्यालयों में उच्च शिक्षा की गुणवत्ता दोषपूर्ण हैं | गुणवत्ता के स्तर को गिराने में शिक्षकों के व्यावसायिक स्तर में गिरावट ,पर्याप्त संसाधनों की कमी तथा राजनीति गतिविधियों के कारण शिक्षा की प्रक्रियां बाधित होती है | उच्च शिक्षा में गुणवत्ता कायम करने हेतु हमें मुनाफाखोर निजी शिक्षा संस्थाओं पर नकेल कसना ,शिक्षक-छात्र अनुपात ,समर्पित शिक्षकों की

नियुक्तियों ,पाठ्यक्रम को उद्योगों की आवश्कता के अनुरूप बनाना ,शैक्षिक संसाधन तथा उचित वित्तीय प्रबंधन करने पर ही हम वैश्विक स्तर पर उच्च शिक्षा में गुणवत्ता बनाने में कामयाब हो सकेगे।

**सार शब्द : गुणवत्ता ,शोध ,विकास ,वित्तीय सुदृढ़ता ,शिक्षकों की रिक्तियां ,छात्र-शिक्षक अनुपात**
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**प्रस्तावना:**

किसी भी राष्ट्र के मानव संसाधन की गुणवत्ता इस बात पर निर्भर करती है कि उनको किस प्रकार की उच्च शिक्षा प्रदान की जाती है। हमारी शिक्षा व्यवस्था ने आजादी के ७० सालों तक उच्च शिक्षा का विकास एवं विस्तार तो किया लेकिन जिसका उच्च शिक्षा के गुणवत्ता पर हानिकारक प्रभाव पड़ा है।गुणवत्ता में सुधार को सदा ही द्वितीय प्राथमिकता दी जाती है और उसका पालन करने में कठोरता की कमी नजर आती है। निचे दी गई तालिका से हम यह कहं सकते है कि जिस तीव्र गति से उच्च शिक्षा का विस्तार हो रहा है ,उतनी तीव्र गति से गुणवत्ता में सुधार करना एक कठिन सा कार्य महसूस होता है। शिक्षाविद प्रोफ़ेसर यशपाल शर्मा इस संदर्भ कहं चुके है कि" शिक्षा की उपलब्धता बढ़ाना एक चुनौती है लेकिन ,शिक्षा की गुणवत्ता बढ़ाना इस से भी बड़ी चुनौती है। सरकार सिर्फ संस्थानों की संख्या और नामांकन दर बढ़ाने पर जोर दे रही है ,जबकि संस्थानों की गुणवत्ता उसकी प्राथमिकता में नहीं है "।

जब की गुणवत्ता पूर्ण उच्च शिक्षा राष्ट्र के आर्थिक ,सामाजिक ,सांस्कृतिक ,वैज्ञानिक ,तांत्रिक आदि सभी प्रकार के विकास में राष्ट्र को सुव्यवस्थित ढंग से चलने में महत्वपूर्ण भूमिका अदा करती है। इसलिए गुणवत्ता पूर्ण उच्च शिक्षा समग्र राष्ट्र के ज्ञान का प्रमुख स्त्रोत होता है। उच्च शिक्षा का उद्देश मात्र भीड़ बढ़ाना नहीं होना चाहिए क्योंकी राष्ट्र की उच्च शिक्षा जिस प्रकार का नेतृत्व विकसित करेगी उसी प्रकार का राष्ट्र का विकास संभव होगा। उच्च शिक्षा की सम्पन्नता विश्वविद्यालय ,संस्थानों ,तथा महाविद्यालयों की सम्पन्नता में निहित है ,इसलिए इनमें जितनी साधन सम्पन्नता होगी उतनी ही गुणवत्ता युक्त शिक्षा का प्रचार-प्रसार होगा।

**विश्वविद्यालयों / संस्थानों / महविद्यालयों की स्थिति***

| क्रम | संस्थाओं के प्रकार | संस्थाओं की संख्या |
|---|---|---|
| .१ | केन्द्रीय विश्वविद्यालय | ५० |
| .२ | राज्य विश्वविद्यालय | ४०४ |
| .३ | राज्य निजी विश्वविद्यालय | ३४० |
| .४ | सम विश्वविद्यालय संस्थान | १२६ |
| | संपूर्ण | ९२० |
| .६ | महाविद्यालय | ५१एद६४९ |

*स्त्रोत : दैनिक महाराष्ट्र टाइम्स) मराठी (रविवार २ ,फरवरी २०२०

**हमारे समक्ष चुनौतियां :**

वर्तमान समय में उच्च शिक्षा में जो चुनौतियाँ है उनकी संभावनाओं की तलाश करते समय कुछ प्रश्नों की और गंभीरतापूर्वक विचार किया जाना आवश्यक है। उच्च शिक्षा के गुणवत्ता के लिए१९५४ में यु .जी .सी .की स्थापना की ,परंतु गुणवत्ता को बनाए रखने के लिए जो अधिकार आयोग को मिलने चाहिए थे वह नहीं मिल सके और साथ में दर्जनों अधिक व्यावसायिक परिषदों की स्थापना की गई ,जैसे ए .आय .सी .टी .ई .,एन .सी .टी .ई .,मेडिकल कौंसिल ऑफ़ इंडिया आदि ऐसे संस्थाए। परंतु इन संस्थाओं के बिच समन्वय का अभाव होने के कारण शिक्षा की गुणवत्ता बनाए रखने के जिम्मेदारी एक दुसरे पर डालते रहे ,तो दूसरी तरफ उच्च शिक्षा के प्रति सरकार की उदासीनता साफ दिखाई देती है। आज दुनियां के ताकतवर व समृद्ध देशों की सफलता का कारण उनकी विश्वस्तरीय उच्च शिक्षा ही है। अमेरिका ,चिन ,फ़्रांस ,जर्मनी ,ब्रिटेन ,सिंगापुर व आस्ट्रेलिया आदि देशों की आर्थिक प्रगति को वहां की विश्वस्तरीय उच्च शिक्षा को जोड़कर देखा तथा समझा जा सकता है। विशेषता यह है कि देशों की विश्वविद्यालयों एवं संस्थानों में शिक्षण की तुलना में शोध और मूलभूत अनुसंधान पर अधिक ध्यान दिया जाता है। जब की भारत में इसका ठीक उलटा होता है ,यहां शोध व अध्ययन की गुणवत्ता की तुलना में सारी कवायद वर्षभर छात्रों के प्रवेश प्रक्रिया ,परीक्षाओं का आयोजन तथा उपाधियों को वितरण तक ही सीमित रह जाती है ।

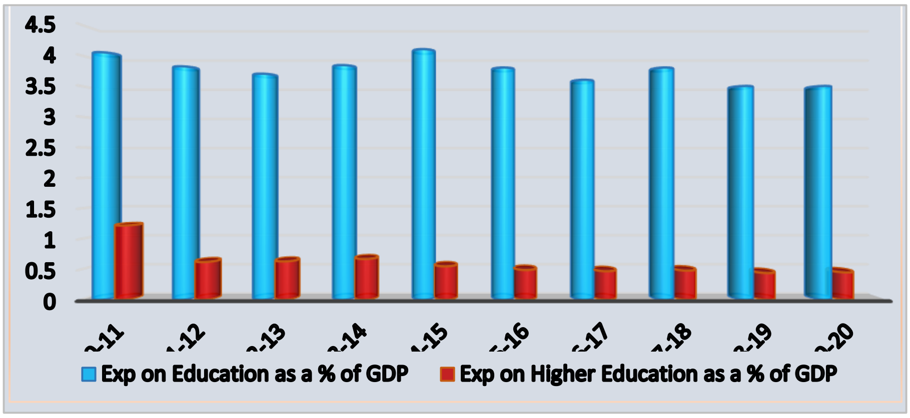
शिक्षा यह विषय संविधान में समवर्ती सूचि हों एके कारण शिक्षा केंद्र तथा राज्य सरकारों की साझी जिम्मेदारी है ,इसका फायदा उठाते हुए१४ वें वित्त आयोग की सिफारिशों के बाद से केंद्र सरकार ने अपनी ज्यादातर जिम्मेदारियों को राज्य के पाले में धकेल दी है। भारत में सभी राज्यों की वित्तीय संसाधनों की स्थिति ठीक नहीं है ,विशेष करके बीमारू प्रदेशों की जिनमें उत्तर प्रदेश ,बिहार , मध्यप्रदेश ,ओरिसा ,झारखंड इन राज्यों की स्थिति उच्च शिक्षा के संदर्भ में बेहद कमज़ोर है। उच्च शिक्षा में अधिकतर राज्य विश्वविद्यालयों और उनके संबद्ध महाविद्यालयों की संख्या इसी प्रदेशों में जादा हैं। वित्तीय संसाधनों की कमी के कारण तुलनात्मक रूप से इन राज्य विश्वविद्यालयों ,महाविद्यालयों को कम अनुदान मिलते हैं। जिससे विश्वविद्यालयों और उनके संबद्ध महाविद्यालयों की शिक्षा के मामले में लगातार गिरती जा रही है ,ओर इसकी ठोस वजह वित्तीय संसाधनों की कमी। विश्वविद्यालय अनुदान आयोग) यूजीसी (के बजट का ६५: हिस्सा केंद्रीय विश्वविद्यालयों और उनके कॉलेजों को मिलता हैए जबकि राज्य विश्वविद्यालयों और उनके संबद्ध महाविद्यालयों को शेष ३५: ही प्राप्त होता है द्य कमिटी ने सुझाव दिया कि राज्य विश्वविद्यालयों को वित्तीय संसाधन उपलब्ध कराने के साथ-साथ दूसरे माध्यमों से फंड्स के मोबिलाइजेशन का प्रयास किया जाना चाहिए जैसे शिक्षा क्षेत्र पूर्व विद्यार्थियों द्वारा चंदाए उद्योगों का योगदानए इत्यादि।

विश्व में आज हम सबसे युवा आबादी वाला देश है। मगर आंकड़े बताते है ,कि हम इस 'जनसंख्याकीय लाभांश)'डेमोग्राफिक डिविडेंट (का सही तरीके से सदोपयोग करने में विफलता की

ओर अग्रशित हो रहे है। किसी भी समाज में नागरिक निर्माण की जिम्मेदारी शिक्षा के कंधों पर आती है, मगर हमारे देश में शिक्षा पर होने वाला खर्च कुल आबादी की तुलना में कम होता नज़र आता है ।पिछले कई दशकों से हमारी शिक्षा प्रणाली का जोर शिक्षा में निवेश की बजाए परिणाम पर केंद्रित हो गया है। जबकी १९६४ में डॉ .डी .एस .कोठारी कमीशन ने अपनी संस्तुतियों में शिक्षा पर कुल जीडीपी के ६ प्रतिशत खर्च करने का महत्वपूर्ण सुझाव दिया था।

**भारत की सकल घरलु उत्पाद की तुलना में शिक्षा पर का खर्च प्रतिशत(%)**

**भारत की सकल घरलु उत्पाद की तुलना में उच्च शिक्षा पर का खर्च प्रतिशत(%)**

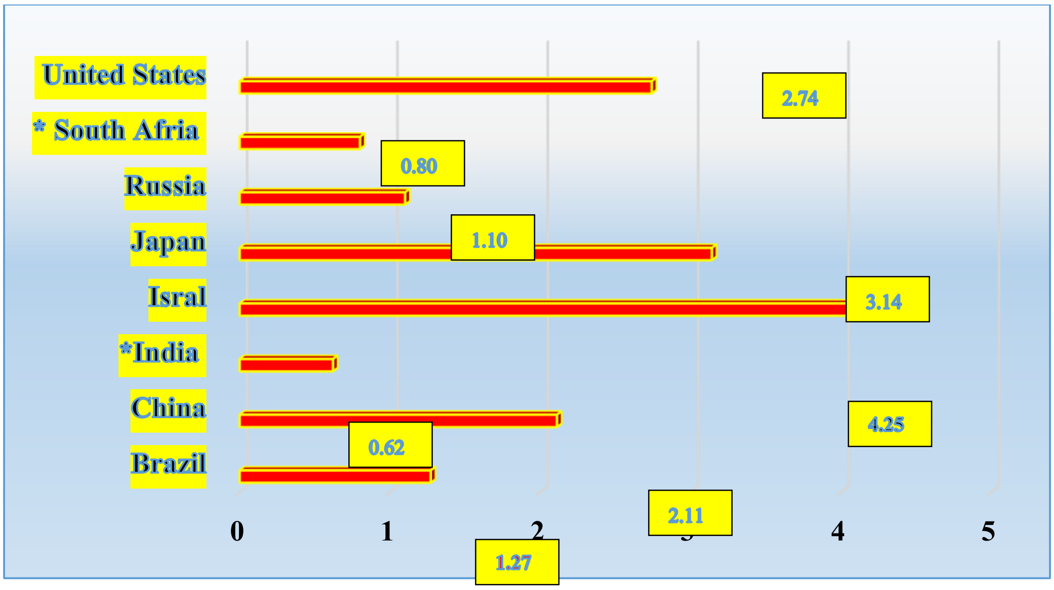



***स्त्रोत** : **Education quality upgradation of inclusion program (EQUIP) Five year plan 2019-24.**

**Department of higher education (MHRD), Government of India. page No. 19 एवं** ** **विभिन्न वर्षों क बजट दस्तावेज़ का समेंकन।**

भूतपूर्व राष्ट्रपति प्रणव मुखर्जी तथा संसदीय समिति ने भी हमारी उच्च शिक्षा की दशा पर सवालियां निशान खड़े कर दिए है। जब दुनियां के शीर्ष २०० विश्वविद्यालयों / संस्थानों के सूचि में भारत का एक भी विश्वविद्यालय या संस्थान का नाम नहीं है। तो दूसरी तरफ कैब्रिज ,आक्सफोर्ड ,हावर्ड जैसे विश्वस्तरीय संस्थान अपने शिक्षा तथा शोध की गुणवत्ता के कारण ही विश्व में अपना शीर्ष स्थान बनाए हुवे है। आज विकसित देश अपने कुल बजट में से तथा सकल घरेलु उत्पाद का शिक्षा पर ज्यादा से ज्यादा खर्च कर रहे है। भारतीय ज्ञान आयोग ने भी उच्च शिक्षा पर राष्ट्रीय आय का १़५ प्रतिशत खर्च करने की बात कही थी। परंतु हम उच्च शिक्षा पर खर्च को १ प्रतिशत तक भी नहीं पहुंचा पाए है ।

**Gross Domestic Expenditure on research and Development (GERD) as a percentage of GDP**



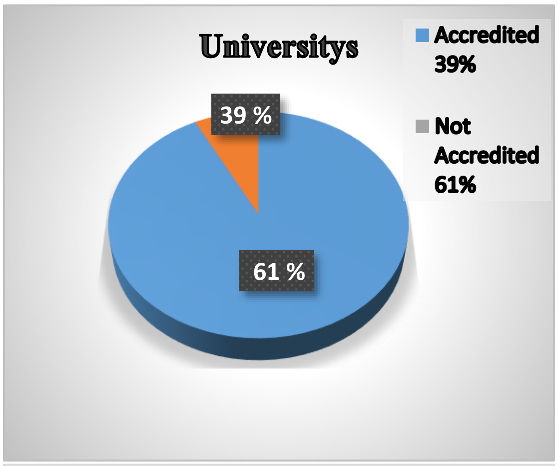

**$India & South Africa data from 2015**

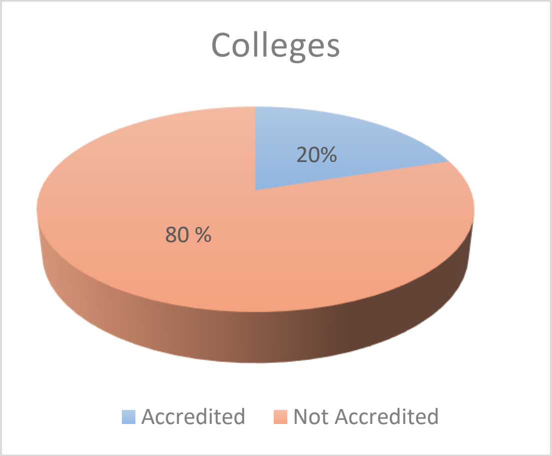
*** स्त्रोत : UNESCO Institute for Statistics -2016**

***Education quality upgradation of inclusion program (EQUIP) Five year plan 2019-24. Department of higher education (MHRD), Government of India.page No. 15**

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद) नैक (ने भी अपनी सर्वेक्षण रिपोट में साफ़ तौर से कहां है कि भारत में ६८ प्रतिशत विश्वविद्यालयों और ९० प्रतिशत महाविद्यालयों में उच्च शिक्षा गुणवत्ता या तो मध्यम दर्जे की है या दोषपूर्ण है। इसीलिए आज भी विश्वविद्यालयों तथा महाविद्यालयों ने नैक से आज भी अपना मूल्यांकन नहीं करवाया) देखे चित्र। (जिससे यह साबित होता है कि उच्च शिक्षा की गुणवत्ता में हम कहां खड़े है। डॉ .सत्यनारायण जटिया समिति (२०१७) ने भी संस्थानों का एक्रेडेशन करने की जरूरतों महत्वपूर्ण स्थान दिया है। समिति ने कहा कि उच्च शिक्षण संस्थानों को एक्रेडेशन देना उच्च शिक्षा के रेगुलेटरी अरेंजमेंट्स का महत्वपूर्ण अंग होना चाहिए। इसके अतिरिक्त गुणवत्ता आश्वासन एजेंसियों को तकनीकी शिक्षा के बुनियादी न्यूनतम मानकों की गारंटी देनी चाहिए ताकि शिक्षा के क्षेत्र में उच्च कोटि की श्रमशक्ति की मांग को पूरा किया जा सके। नेशनल बोर्ड ऑफ एक्रेडेशन को उच्च तकनीकी शिक्षा में गुणवत्ता बढ़ाने और गुणवत्ता आश्वासन प्रदान करने के लिए कैटेलिस्ट के तौर पर काम करना चाहिए। आज भी उच्च शैक्षणिक संस्थान अपने नामांकन तथा नैक से मूल्यांकन करने से कतराते है।

**नैक के द्वारा प्रत्यायित विश्वविद्यालयों एवं महाविद्यालयों का अनुपात** *




*स्त्रोत : **Education quality upgradation of inclusion program (EQUIP) Five year plan 2019-24. Department of higher education (MHRD), Government of India.page No. 19 .**

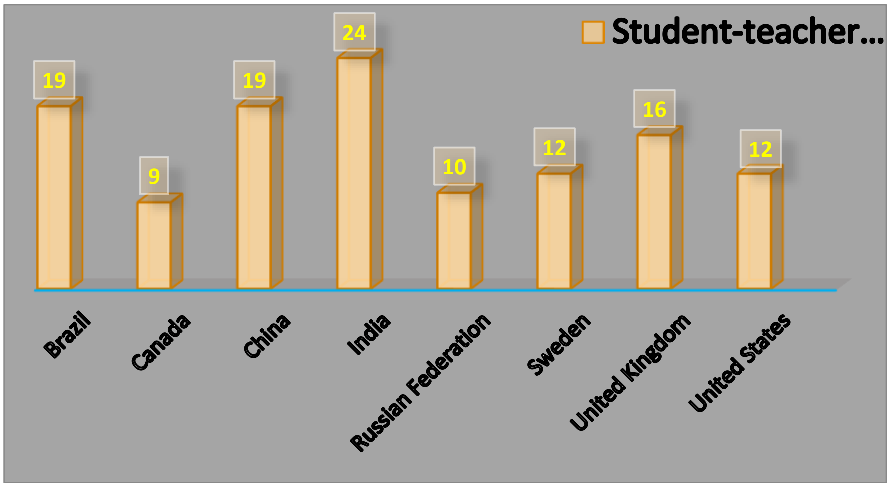
उच्च शिक्षण संस्थाओं में समर्पित ,उच्च गुणवत्ता वाले शिक्षकों की कमी रही है। जहां उच्च शिक्षण संस्थाओं की गुणवत्ता श्रेष्ठ शिक्षकों की नियुक्ति ,उनका पठन-पठान ,शोधकार्य तथा शिक्षक-छात्र के उचित अनुपात पर निर्भर करती है। मानव संसाधन मंत्रालय के ताजा आकड़ों से ज्ञात होता है कि देश के केंद्रीय विश्वविद्यालयों में ३८ प्रतिशत शिक्षकों के पद रिक्त पड़े है ,तो दूसरी ओर देश के आई .आई .टी ,.आई .आई .एम .तथा एन .आई .टी .जैसे प्रतिष्ठित संस्थानों में औसतन ३५ प्रतिशत शिक्षक संकाय के से जूझ रह है।

## शिक्षक - छात्र अनुपात :

उच्च शिक्षा संस्थानों में शिक्षा की गुणवत्ता को प्रभावित करने वाले कारकों में से एक छात्र-शिक्षक अनुपात के रूप में एक महत्वपूर्ण कड़ी होती है ,की जिससे अध्ययन-अध्यापन की प्रक्रियां सुचारू रूप से चल सके। जहा तक शिक्षक - छात्र अनुपात का सवाल है ,तो यु .जी .सी .के मानकों के अनुसार स्नातकोत्तर स्थर पर १२ छात्रों पर एक शिक्षक निर्धारित है। परंतु आकड़े यह बताते है कि वर्तमान में यह अनुपात २४ छात्रों पर एक शिक्षक है। हालाँकिए इसी अवधि में भारत भर के विश्वविद्यालयों और महाविद्यालयों में कुल शिक्षकों की संख्या घटकर के कगार पर है। तो वही शिक्षकों की भर्तियां न होने के कारण छात्र-शिक्षक अनुपात २४ के निम्न स्तर से बढ़ाता जा रहा है द्य जबकि दिल्लीए बिहारए उत्तर प्रदेशए पश्चिम बंगाल और झारखंड में छात्र-शिक्षक अनुपात ४० से अधिक हैए आंध्र प्रदेशए कर्नाटक और तमिलनाडु में छात्र-शिक्षक अनुपात २० से कम है

| (All India Survey on Higher Education, 2017-18).

**विभिन्न देशों में शिक्षक - छात्र अनुपात की स्थिति***



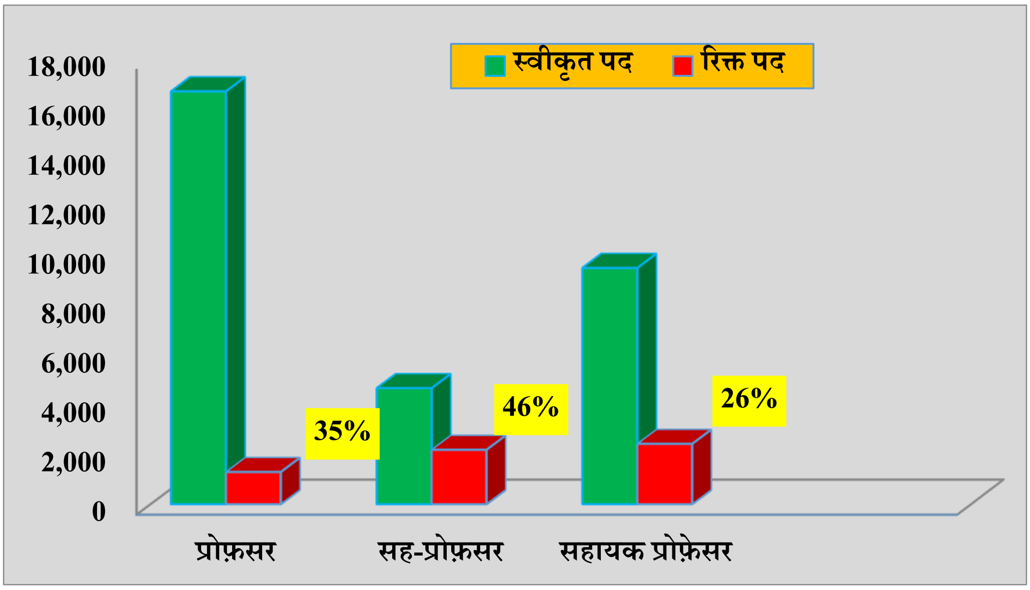

***स्त्रोत : Education quality upgradation of inclusion program (EQUIP) Five year plan 2019-24. Department of higher education (MHRD), Government of India.page. No. 18**

## शिक्षकों की रिक्तियां :

शिक्षण की क्रमिक गतिविधियों शिक्षक एक महत्वपूर्ण अंग होता है। आये दिन उच्च शिक्षा के गिरते स्तर की खबरे हमें पढ़ने मिलती है। इनमें जिन कारकों को हम सम्मिलित करते है ,उसमें शिक्षकों

की रिक्तियां एक महत्वपूर्ण कारक है। देश की नामी आई .आई .टी .,आय .आय .एम .जैसे शैक्षिक संस्थाओं में भारी मात्रा में शिक्षकों के पद रिक्त पड़े है। जिसके कारण वहां अध्ययन-अध्यापन तथा शोध कार्य की प्रक्रियां थम सी गई है । मानव संसाधन विकास संबंधी स्टैंडिंग कमिटी के चेयरमन डॉ. सत्यनारायण जटिया जी ने भी अपने अहवाल में शिक्षकों की रिक्तियां को लेकर विश्वविद्यालय अनुदान आयोग) यूजीसी (का हवाला देकर यह स्पष्ठ रूप से लिखा है कि विभिन्न केंद्रीय विश्वविद्यालयों में लगभग ३५प्रतिशत शिक्षकों के पद खाली पड़े है ,जिनमें प्रोफेसरोंए एसोसिएट प्रोफेसरों और असिस्टेंट प्रोफेसरों के क्रमशः 16,699, 4,731 और 9,585 स्वीकृत पद हैंद्य इनमें प्रोफेसरों के 1,313 एसोसिएट प्रोफेसरों के 2,217 और असिस्टेंट प्रोफेसरों के 2,457 पद रिक्त हैं द्य )देखे निचे का चित्र(

**केंद्रीय विश्वविद्यालयों में शिक्षकों के रिक्त पदों का प्रतिशत ;%)***




***स्त्रोत : मानव संसाधन विकास संबंधी स्टैंडिंग कमिटी रिपोर्ट का आधार .८ फरवरी, 2017**

**क्या किया जा सकता है ?**

हमारी उच्च शिक्षा गुणवत्ता रूपी नाव हिचकोले खा रही है ,उसे सही ढंग से चलाने तथा उसे किनारे लगाने के लिए जैसा की पूर्व में उच्च शिक्षा की चुनौतियां को रेखांकित किया जा चूका है उससे परे हटकर किस प्रकार उच्च शिक्षा को गुणवत्तापूर्ण बनाया जा सकता है। इसके लिए निम्नलिखित उपायों को बतलाया जा सकता है।

- यह आवश्यक है की उच्च शिक्षा की गुणवत्ता कायम करने हेतु ज्ञानी प्रशिक्षित तथा शिक्षा को समर्पित शिक्षक एक महत्त्वपुर्ण इकाई होती हैं द्य इसलिए महामहिम राष्ट्रपति के संरक्षण में केन्द्र

सरकार शिक्षक चयन एवं प्रशिक्षण मंडल) केन्द्रित शिक्षा अकादमी ( की स्थापना करनी चाहिए द्य ताकी उच्च शिक्षा को अखिल भारतीय स्तर पर सेवा के क्षेत्र में पहचान मिले द्य इससे विश्वविद्यालयीन शिक्षकों की नियुक्ती में भ्रष्टाचारए भाई- भतीजावादए कम होगा तथा प्रतिभावान योग्य शिक्षकों की नियुक्ती होंगी द्य इसके साथ में उच्च शिक्षा में तदर्थ शिक्षकों एवं कर्मचारियों की नियुक्ती की व्यवस्था समाप्त कर देनी चाहिए द्य

- हमारे यहा विज्ञान विषयों को छोडकर अन्य कला एवं वाणिज्य आदि विषयों के पाठ्यक्रम समय-समय पर नवीनीकृत न होने के कारण अपनी प्रासंगिकता खो देते है द्य इसलिये वैश्विक स्तर पर प्रतिभागी होने के नाते हमारे पाठ्यक्रमों को उचित समय पर बदलना चाहिए ताकि शिक्षकों की रुची उसमे बनी रहे और साथ में छात्रो का मनए ज्ञान की लालसा उसे आकर्षित करती रहे द्य पाठ्यक्रम को सैध्दातिंक की अपेक्षा व्यावहारिक अधिक बनाया जाना चाहिए जिससे व्याप्त नीरसता का अन्त है द्य इसके साथ ही उनके कौशल्य विकास में भी बढ़ोतरी हो|
- शिक्षा और शोध की गुणवत्ता का विकास करने के लिए हमें उच्च शिक्षा में वित्तीय सुदृढ़ता लानी होगी द्य हम शिक्षा पर आज तक कुल बजट का ४ प्रतिषत के उपर खर्च नहीं करतेए जबकि हमारे अनेक शिक्षा आयोगए कमेटीयों ने समय-समय पर शिक्षा का बजट बढ़ाने की मांग की थी द्य इसलिए विकसित देशो के तर्ज पर शिक्षा पर १० करीब प्रतिशत कुल बजेट का तथा केवल अनुसंधान पर कम से कम २ प्रतिशत खर्च करना चाहिए द्य
- सरकारने उच्च शिक्षा की बागडोर पुर्णतः निजी पुंजीपतीयों के हाथों में नहीं देनी चाहिए द्य जो निजी संस्थान चल रहे हैए वे मानकों का सही तरिके से पालन करते है या नहीं यह देखना चाहिएं द्य जो शिक्षा संस्थान मानकों की अनदेखी करते है उन्हें तत्काल प्रभाव से बंद कर देनाए भ्रष्टाचारीए मुनाफ़ाखोर शिक्षा सम्राटों के प्रति कठोरता से कानुनी कार्यवाही करके ऐसे निजी एवं डीम्ड विश्वविद्यालयोंए संस्थानोंए महाविद्यालयों पर शिकंजा कसना होना जिससे उच्च शिक्षा की गुणवत्ता में समझौता न हो द्य
- निजी क्षेत्रो को मान्यता देते समय इस बात का सुनिश्चय हो कि वे केवल ख्याति प्राप्त संस्थाओं) उदा. टाटा इंस्टीट्युट ऑफ़ फण्डामेटंल रिसर्च/ सोशल सायन्स रिसर्च (कों ही मिले ताकि उनके वाणिज्यिक तौर पर कमाई का साधन बनाने की प्रवृत्ति न पैदा हो द्य निजी क्षेत्र के शिक्षा संस्थानों की गुणवत्ता की प्रभावशीलता की जांच के लिए अलग से नियमित व्यवस्था हो ताकि वे अपनी गुणवत्ता के प्रति सजग रहे द्य
- उच्च शिक्षा की गुणवत्ता को बनाए रखने के लिए यु.जी.सी .की तरह अन्य व्यावसायिक परिषदों के बीच योग्य तालमेल तथा समन्वय स्थापीत हो द्य जिससे की शिक्षा की गुणवत्ता बनाए रखने की जिम्मेदारी वे एक दुसरे पल डाल न सके सभी संस्थाओं को मिलजुलकर इस संदर्भ में काम करना चाहिए द्य

- विश्वविद्यालयोंए संस्थानोंए महाविद्यालयों ने उच्च शिक्षा के प्रति सजग रहना चाहिए द्य छात्रो के प्रवेशए परीक्षाए डिग्री तक सीमीत न रहकर शिक्षण की तुलना में ज्यादा तौर पर शोध एवं अनुसंधान पर ज्यादा ध्यान देना चाहिए द्य इसके लिए छात्रों को प्रेरित करने के लिए संगोष्ठीए कार्यशालाए सम्मेलन आदि का प्रयोजन करके उनको ज्ञानर्जित करना होगा द्य
- शैक्षिक संस्थाओं को राजनीति तथा ऐसी गतिविधीयों से दुर रहना चाहिएए जिससे की उच्च शिक्षा प्रभावित होती है द्य छात्र अपने संघटन के माध्यम से शिक्षा में आने वाली बाधाएए संसाधनों की मांग आदि ऐसे मुद्दों को उठाना चाहिए बिना लेकिन जिससे शिक्षा का वातावरण न बिघड़े द्य
- हमें उच्च शिक्षा का राष्ट्रीयकरण कर देना चाहिए द्य जिससे की उच्च शिक्षा का नियोजनए क्रियान्वयनए समान पाठ्यचर्याए संसाधनो की उपलब्धताए शिक्षा का बाजारीकरण रुकेगाए शिक्षको एवं विद्यार्थियों को शोषण से मुक्ती मिलेगी इस प्रकार से उच्च शिक्षा में गुणात्मक उन्नति होगी जिससे समाज व राष्ट्र लाभान्वित होंगाद्य
- छात्रो के साथ-साथ शिक्षकों का भी मुल्यांकन जरुरी होना चाहिए द्य शिक्षकों को अपने विषयों से सम्बन्धित नवीनीकृत सुचना एवं ज्ञान देने के लिए समय-समय पर प्रशिक्षण अनिवार्य करना चाहिए द्य इसके अतिरिक्त उच्च शिक्षा के लिए बने उन सभी आयोगो और समितियों के सुझावों एवं सिफारिशों को अंमल मे लाने की आवश्यकता है ,जिससे उच्च शिक्षा में गुणवत्ता लाई जा सके द्य

**उपसंहार**ः

भारत में उच्च शिक्षा की मांग उत्तरोत्तर बढ़ रही है। एस मांग को हम रोअक नहीं सकते लेकिन उच्च शिक्षण संस्थाओं की गुणवत्ता पूर्ण बनाने के लिए यथा संभव पर्यंत कर सकते है। केवल शिक्षा प्रणाली को परिवर्तन करके ये बात बनने वाली नहीं तो उसके लिए उच्च शिक्षा के ल। क्ष्य ,उचित वित्तीय और आवश्यक संसाधनों की आपूर्ति ,विश्वविद्यालयों तथा महाविद्यालयों के मूल्यांकन पद्धति में बदलाव आदि के द्वारा गुणवत्ता सुधार कर सकते है। इसके अलावा गुणवत्ता सुधार हेतु सरकारी निवेश बढ़ाना होगा ,शिक्षकों की रिक्तियां को भरना होगा ,छात्र-शिक्षक अनुपात में सुधार लाना ,शैक्षिक नियोजन में मानवी प्रयासों के महत्त्व देना ऐसे आदि उपायों को भारत सरकार व राज्यों की सरकारों ने गंभीरतापूर्वक विचार उच्च शिक्षा को गुणवत्ता पूर्ण बनाने के लिए करना चाहिए तभी हमें उच्च शिक्षा की गुणवत्ता की दशा को सुधारने में मदद मिलेगी। तभी जाकर हम वैशिक स्तर पर उच्च शिक्षा में गुणवत्ता बनाने में कामयाबी हासिल कर सकेंगे।

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